DOCUMENT RESUME

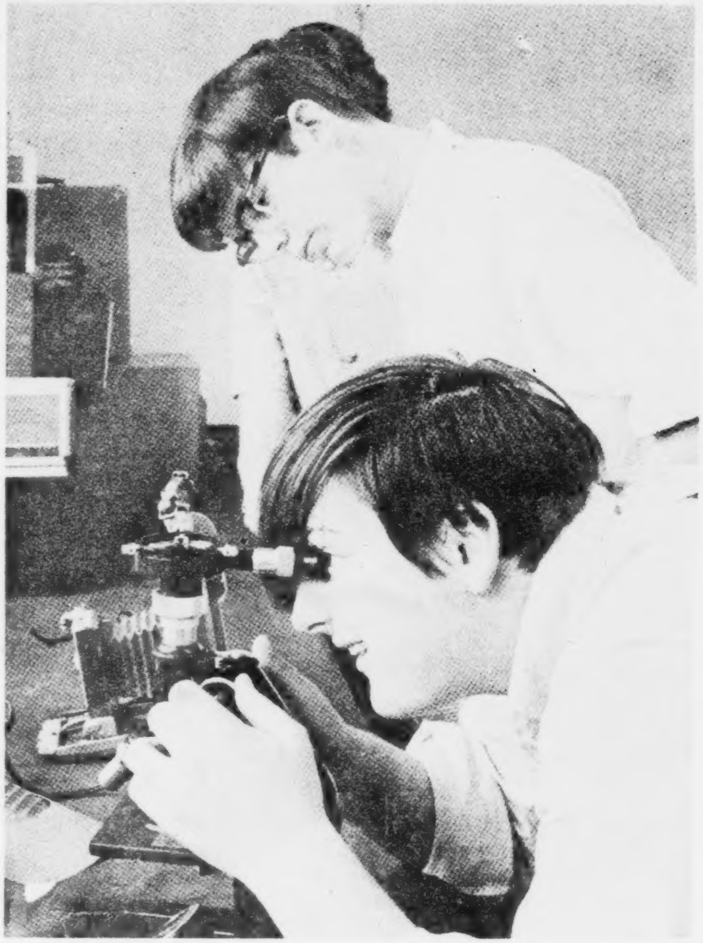
ED 081 709	SO 006 210
TITLE	Educational X-Ray of Mapleton Public Schools.
INSTITUTION	Mapleton Public Schools, Denver, Colo.
PUB DATE	72
NOTE	128p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Academic Achievement; Community Attitudes; Community Characteristics; *Curriculum Evaluation; *Educational Accountability; *Educational Needs; *Educational Objectives; *Evaluation Needs; Measurement Instruments; Parent Attitudes; Participant Satisfaction; Questionnaires; Rating Scales; School Attitudes; School Community Relationship; Surveys; Test Results
IDENTIFIERS	Needs Assessment

ABSTRACT

In order to provide a direction for this school district's compliance with the Colorado Accountability Act, a needs assessment survey was developed. The method of approach, format and item selection, testing of the instrument, population samples, sizes and significance, and processing of the data are described in an introduction. The Satisfaction Index and Priority Rank Scores for each curriculum area at the elementary, junior and senior high school levels and demographic information for the population are followed by a copy of the Needs Assessment Questionnaire. The School Sentiment Index measured student attitudes. The rationale, administration and interpretation of results precede the statistical tables for the Index. Results of five standardized tests administered to measure academic achievement are given for selected grade levels. (KSM)

ED 081709

EDUCATIONAL X-RAY OF
MAPLETON PUBLIC SCHOOLS



SO 006 210

Spring, 1972

FILMED FROM BEST AVAILABLE COPY

ED 081709

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MAPLETON PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 1, ADAMS COUNTY
591 East 80th Avenue
Denver, Colorado 80229

EDUCATIONAL X-RAY
of
SCHOOL DISTRICT NO. 1

Superintendent of Schools
George DiTirro

Division of Curriculum and Instruction

Michael Severino, Ed. D.
Assistant Superintendent of Instruction

Margaret W. Carpenter, Ed. D.
Director of Elementary Education

Robert Doyle
Director of Secondary Education

Spring 1972

ACKNOWLEDGMENTS

Needs Assessment Committee

Dr. Dale Adams
Foster Campbell
Ed Domenico
Dr. Joseph Lasky
Geraldine Llewellyn
Marlene O'Brien
Fred Petrillo
Marlene Spano

Dennis McDaniel, Administrative Advisor

School Sentiment Index

Ronald Burkhardt

Photography

Kay A. Buri

District Accountability Committee

Sandra Miller, Chairman
Clifford Hays, Vice Chairman
Marlene Spano, Secretary
Richard Appuglise
Sue Boyette
Sheryl Caprez
Carl Cecchine
Connie Cooper
Paul Crump
Francis G. Franca
Keith Gray
Charlene Hoswell
J. S. Langthorn
Tom Maes
Dennis McDaniel
Lynn Pennetta
Patricia Peters
Philip Ruggles
Edward Simons

Administrative Liaisons

Michael Severino, Ed. D.
Margaret W. Carpenter, Ed. D.

ACCOUNTABILITY

Accountability is a concept designed to improve the quality of education provided for students in District No. 1, Adams County. Basic to this concept is the shift of attention from input to output.

It has been common for many years, in the United States, to think primarily in terms of psychological theory or proper teaching methods and to look at a school system to see if it was following the best theories and methods known at the time. This was fine, but in many instances, the analysis stopped there and no one looked very hard at the results of these theories and methods. Accountability says that whatever educational philosophy you follow, whatever your theories of learning and teaching, the final test of an effective school is what is actually happening to the students - what they are learning and how well.

Some educators fear that accountability simply means pressure for more effort on everybody's part to produce results - heavier workloads, tighter controls, and the like. Actually, accountability means working smarter, not harder: How do we mobilize available resources so they are used more effectively? How do we reorder priorities to focus the resources we have on the big problems? How do we isolate the right problems so that we don't go rushing off to costly solutions or gimmicks that don't really fit the problem?

Most of the pitfalls of an accountability system center around the misunderstanding and misapplication of measurement and evaluation. In the name of accountability, one can emphasize the easily or most directly measureable, the trivial and the mechanical. One therefore ignores such critical aspects of education as attitudes, creativity, problem solving, appreciations, personal growth and other subtleties. This can be avoided by carefully matching the available measurement tools to the objective desired - not insisting on precision where rough measures will do until more precise measures are available.

Measurement is the hand-maiden of instruction. Without measurement there can be no evaluation. Without evaluation there can be no feedback. Without feedback there cannot be good knowledge of results. Without knowledge of results there can be no improvement in learning.

Lastly, an accountable system is perforce a humanized system. To achieve results, a district must treat students and staff as individuals, recognize everyone's potential, and meet everyone's needs. A very large order indeed, and - indeed - the only way to achieve this is by using more systematic methods.

This new system starts with a demand that every child succeed, as measured by real-world tests. Underlying this demand is the firm belief that the majority of children can learn if given the opportunity to do so at rates which are consistent with their capabilities of learning.

NEEDS ASSESSMENT

SECTION I

NEEDS ASSESSMENT

The Beginning

Where had we failed or succeeded? What programs should we change, to what degree and how? These were not our questions but they were the questions posed by the Colorado Legislature in the new demands called the Accountability Act. Should the District comply in the most expedient, probably superficial, manner? Should there be a conscientious effort exerted to produce data of significant value and to obtain information that could be applied beyond the legislated situation?

The dilemma was eventually resolved by the appointing of a committee made-up of guidance and Special Services personnel who met frequently to design a total plan of attack. The feasibility of a valid survey ultimately decided the direction for the project. The District could in fact expect long range benefits which were commensurate with the cost and effort that would be required.

The Descriptive Approach

The selection of an appropriate method of approach was virtually automatic. The major purpose of descriptive research in education is to tell "what is". We wanted to go further and obtain information not only about the strengths and weaknesses of the current curriculum but to elicit recommendations for change. The descriptive research method still seemed appropriate.

The survey tool of the descriptive research method is the questionnaire. The committee realized this was required, but they also knew the terrible reputation of questionnaires in both education and public surveys. Study results would pivot on our ability to secure an unusually accurate and inviting instrument. It was quickly determined that a ready-made questionnaire would not be adequate to the needs and specifications of this project. Only a specially designed instrument could hope to answer accurately the questions about our K-12 program and to generate data on other issues unique to this District's future plans. The business of constructing a suitable instrument was started.

Format and Item Selection

Since attitudes and opinions were to be solicited, a Likert-type scale was chosen. This closed form of response best suited the requirements of easily reducing the data to quantitative categories, shortening the time and effort required to answer the questions, and contributing to the variance within an item which would be essential to subsequent interpretation of results. A five point scale seemed the best compromise between brevity and variance. Factual questions, such as demographic information, were fitted to appropriate categories.

The decision to computerize the data was made prior to format discussion. Limitations were thus imposed by certain key punch requirements. Hand tabulation of results would have limited the potential utility and interpretation of the data.

While the Likert scale nicely handled the "what is" aspect of our project, it did not suit the "How it should be" question. The subjective establishment of priorities called for a rank-order procedure. The usual technique becomes extremely tedious when the number of items to be sorted goes beyond ten items. This problem was eventually solved by an innovative method of detachable items in the questionnaire which permitted the more efficient Q-sort technique. This tactic provided the format for generating data to answer the "How it should be" question.

The next step was to collapse the domain of the K-12 curriculum into a manageable yet comprehensive list of choices. Two primary considerations were defined: (1) The language and form must be suitable to the comprehension of the total sample, students thru professionals; (2) The list of choices must accurately reflect the needs and expectations of the constituent population.

The second consideration posed the more difficult challenge. It required going to the same population as would eventually be sampled by the questionnaire. Since, however, only terms and ideas were required, a very simple format could be employed. The committee undertook to contact approximately one hundred individuals from the ranks of parents, teachers, and students. This pilot sample was asked to list, in their own words, the "most important needs of children". Responses included choices such as "reading", "math", "self-confidence", and "moral training". The goal of securing a broad spectrum of appropriate labels was accomplished. It was now necessary to sort these labels into manageable groups.

A matrix was constructed which accommodated all the solicited topics into thirty cells. This matrix essentially provided the guide for selection of questionnaire items. The elementary curriculum fitted comfortably into twelve categories; the secondary curriculum required fifteen broad categories to reach a similar level of comprehensiveness.

It should be emphasized here that the pool of constituent responses contained many labels for needs which were heretofore not directly related to the existing courses in the District. Self-confidence, respect for authority, and techniques of conflict resolution are examples of a few affective goals of education that were mentioned. The frequency of such labels insisted that they be prominent among the choices if indeed our domain of selection was to be representative of the community's perceived needs.

With this phase of the project completed, we now had the basic format of the instrument ready to subject the design to the essential tests of validity and reliability.

Testing the Instrument

District No. 1 enjoys the luxury of a Parent Advisory Committee and this group was asked to pre-test the instrument and to make suggestions related to its clarity, style, and utility. Changes were incorporated as recommended by this group until the face validity met with their standards.

The group was then asked to complete the questionnaire in earnest. Two weeks later a re-test was made with the same group of patrons. The reliability of the instrument was established by computing a correlation between test one and test two. The agreement was .95 which assured the committee of defensible results.

While these procedures were time consuming, the eventual utility of the data was vitally dependent upon establishing such statistical support.

Population Samples, Sizes and Significance

The total population of District No. 1 was estimated to be approximately 47,000. It was determined the population stratified itself into: students-7,000; teaching and administrative staff-400; parents-14,000; patrons-25,000. The data, in order to be factually representative, must accurately reflect this stratification. Using a published table of Sample Size for Significance it was discovered that a sample of 13,551 would be required if our results were to be interpreted with 99% confidence. The collection of this size sample was not feasible, but by reducing the significance to a 95% level a sample of 934 would be required. This figure was well within our capability.

The significance level of 95% was meaningful only if the essential rules for randomization were carefully followed. The committee set about to develop a procedure to randomize samples of those populations which could not be assessed in total. These included parents, students, and patrons. School personnel would be sampled in mass.

It was decided that each building in the District would be responsible for supplying a random sample of the parents of that catchment area. A building representative was selected and a thorough in-service time provided to instruct these people in the accurate process of randomization. Briefly, this procedure required a complete list of parents, including home address, phone, name of student, and any pertinent information about contact time. From this list the required number of contacts was selected using a table of random numbers. The names of those selected were typed on 3x5" cards and a 10 percent contingency was added to each building's sample.

One of the most serious liabilities in the questionnaire method is the poor general response to mailed materials. It was decided that we would avoid this quandry by using only face to face contact with our sample. Personnel to conduct such a census was not readily available so the idea of using student assistants was instituted. High school classes were solicited for interested students and a group of approximately 50 responded. Again, an indoctrination session was required. Student representatives were instructed in the procedure of the questionnaire, given the selected cards from the randomization, and sent out to contact the parent sample. No questionnaires were left with respondents. The students waited until the items were completed and gave directions and assistance to the participants. Each student was assigned twenty parents and was compensated with an hourly wage plus course credit for this public relation experience.

The same building representatives were responsible for administering the questionnaires to the faculty in their building. The student sample was restricted to secondary buildings only. The representatives also took the responsibility for the student samples.

Randomization of the patron group, those residents without children in school, was found to be impossible. This sample eventually generated from student representatives' knowledge of their neighborhoods and general opportunities arising within the community ie. Adult Education night, shopping center contacts, etc.

The final sampling included the following group of constitutents: teachers, administrators, secretarial and clerical school personnel, secondary students, parents of elementary and secondary students, patrons and Special Services personnel. The total sample eventually reached beyond 1200 responses.

Processing the Data

Reference was made earlier to the advantages of computerized data. The requirements for this process had been observed throughout the program design. Now it was a simple matter to key punch the results and send the data to the computer for tabulation. The full utility of the data came into focus as planning for variations in tabulation began.

Comparisons seem nearly unlimited. For example: a subject area such as Communication Skills, can be assessed by buildings, by students of a particular building, by geographical area, or by total group. Decisions to place experimental or pilot programs can now be assisted by locating specific groups of parents and teachers who indicated a high priority for needs in a given skills area. Substantial enlargement of vocational programs can be earmarked for those schools whose students and parents expressed the highest priority. With the data now in processing form, the initial tabulations are truly just a beginning to the ultimate contribution of the survey. Future questions will require only a variation in the computer program and new data can be retrieved.

SATISFACTION INDEX
AND
PRIORITY RANK
SCORES

ELEMENTARY LEVEL

AREA:
Artistic Skills

LEVEL:
✓ ELEMENTARY
___ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(74)			8.[illegible] 11
ADMINISTRATOR GROUP	84		8.50	11	
PARENT GROUP	74		8.19	11	
SECRETARY/CLERK GROUP	80		9.15	11	
SPECIAL SERVICES GROUP	80		8.81	11	
STUDENT GROUP	74		8.05	11	
TEACHER GROUP	75		8.39	10	
AREA #1 GROUP	80		7.89	11	
AREA #2 GROUP	64		8.53	11	
AREA #3 GROUP	70		8.69	11	
AREA #4 GROUP	69		7.95	11	
AREA #5 GROUP	76	▽	8.31	10	▽

AREA:
Attitudes about becoming a successful employee

LEVEL:
✓ ELEMENTARY
___ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		55			7.02
ADMINISTRATOR GROUP	58		6.73	6	
PARENT GROUP	61		7.07	7	
SECRETARY/CLERK GROUP	71		6.42	5	
SPECIAL SERVICES GROUP	41		5.96	5	
STUDENT GROUP	50		7.40	9	
TEACHER GROUP	51		6.68	6	
AREA #1 GROUP	57		7.23	8	
AREA #2 GROUP	56		6.56	7	
AREA #3 GROUP	55		7.04	7	
AREA #4 GROUP	56		7.18	7	
AREA #5 GROUP	50	▽	7.08	8	▽

AREA:
Communication Skills

LEVEL:
✓ ELEMENTARY
___ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		73			3.8[illegible]
ADMINISTRATOR GROUP	71		2.91	1	
PARENT GROUP	76		3.91	1	
SECRETARY/CLERK GROUP	73		3.69	1	
SPECIAL SERVICES GROUP	67		3.18	3	
STUDENT GROUP	78		4.13	1	
TEACHER GROUP	58		3.22	2	
AREA #1 GROUP	79		3.96	1	
AREA #2 GROUP	78		4.12	1	
AREA #3 GROUP	71		3.81	1	
AREA #4 GROUP	79		3.93	1	
AREA #5 GROUP	62	▽	3.36	2	▽

AREA:
Foreign Languages

LEVEL:
✓ ELEMENTARY
___ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(47)			9.7[illegible]/12
ADMINISTRATOR GROUP	50		10.47	12	
PARENT GROUP	53		9.19	12	
SECRETARY/CLERK GROUP	58		9.76	12	
SPECIAL SERVICES GROUP	37		10.87	12	
STUDENT GROUP	44		9.02	12	
TEACHER GROUP	37		10.31	12	
AREA #1 GROUP	49		9.33	12	
AREA #2 GROUP	55		9.21	12	
AREA #3 GROUP	49		8.92	12	
AREA #4 GROUP	51		8.61	12	
AREA #5 GROUP	38		10.09	12	

AREA:
Information about Social Issues

LEVEL:
✓ ELEMENTARY
___ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(50)			6.7
ADMINISTRATOR GROUP	51		7.32	8	
PARENT GROUP	55		6.85	6	
SECRETARY/CLERK GROUP	69		7.46	7	
SPECIAL SERVICES GROUP	41		7.09	7	
STUDENT GROUP	47		6.81	7	
TEACHER GROUP	41		7.29	8	
AREA #1 GROUP	56		7.05	6	
AREA #2 GROUP	55		6.35	6	
AREA #3 GROUP	45		6.62	6	
AREA #4 GROUP	42		7.34	9	
AREA #5 GROUP	42	▽	7.05	7	▽

AREA:
Inter-Personal &
Intra-Group Skills

LEVEL:
✓ ELEMENTARY
☐ JUNIOR HIGH
☐ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		⑥① 61			4.8
ADMINISTRATOR GROUP	60		4.29	3	
PARENT GROUP	66		5.14	4	
SECRETARY/CLERK GROUP	78		4.19	3-4	
SPECIAL SERVICES GROUP	47		2.87	2	
STUDENT GROUP	59		5.36	3	
TEACHER GROUP	52		3.59	3	
AREA #1 GROUP	64		5.26	4	
AREA #2 GROUP	61		5.12	4	
AREA #3 GROUP	63		4.96	4	
AREA #4 GROUP	58		5.24	4	
AREA #5 GROUP	53		3.94	3	

AREA:
Math Skills

LEVEL:
☑ ELEMENTARY
☐ JUNIOR HIGH
☐ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		7[illegible]			4.[illegible]
ADMINISTRATOR GROUP	79		4.69	4	
PARENT GROUP	74		4.99	3	
SECRETARY/CLERK GROUP	88		4.14	3-4	
SPECIAL SERVICES GROUP	70		5.56	6	
STUDENT GROUP	83		4.32	2	
TEACHER GROUP	67		5.62	4	
AREA #1 GROUP	80		4.51	2	
AREA #2 GROUP	74		5.10	3	
AREA #3 GROUP	74		4.83	3	
AREA #4 GROUP	66		5.43	5	
AREA #5 GROUP	72	▽	5.28	4	▽

AREA:
Personal Goals Around Social Systems and Social Institutions

LEVEL:
✓ ELEMENTARY
____ JUNIOR HIGH
____ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(53)			7.2
ADMINISTRATOR GROUP	63		7.22	7	
PARENT GROUP	58		7.60	9	
SECRETARY/CLERK GROUP	79		8.00	9	
SPECIAL SERVICES GROUP	32		5.90	4	
STUDENT GROUP	48		7.46	10	
TEACHER GROUP	46		6.37	5	
AREA #1 GROUP	57		7.42	10	
AREA #2 GROUP	54		8.00	10	
AREA #3 GROUP	52		7.49	8	
AREA #4 GROUP	48		7.76	10	
AREA #5 GROUP	45	▽	6.70	5	▽

AREA:
Personal Values &
Assets

LEVEL:
✓ ELEMENTARY
___ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		69			4.50 2
ADMINISTRATOR GROUP	71		3.17	2	
PARENT GROUP	68		4.35	2	
SECRETARY/CLERK GROUP	67		2.84	2	
SPECIAL SERVICES GROUP	47		2.51	1	
STUDENT GROUP	56		5.48	4	
TEACHER GROUP	57		2.63	1	
AREA #1 GROUP	66		4.71	3	
AREA #2 GROUP	63		4.75	2	
AREA #3 GROUP	60		4.68	2	
AREA #4 GROUP	60		4.97	3	
AREA #5 GROUP	53		3.15	1	

AREA:
Recreation Skills

LEVEL:
✓ ELEMENTARY
JUNIOR HIGH
SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		80			7.71
ADMINISTRATOR GROUP	79		8.03	10	
PARENT GROUP	70		7.47	8	
SECRETARY/CLERK GROUP	87		8.88	10	
SPECIAL SERVICES GROUP	81		8.34	10	
STUDENT GROUP	83		6.70	6	
TEACHER GROUP	78		8.17	9	
AREA #1 GROUP	84		7.22	7	
AREA #2 GROUP	77		6.80	8	
AREA #3 GROUP	78		7.52	9	
AREA #4 GROUP	74		7.22	8	
AREA #5 GROUP	79	▽	7.87	9	▽

AREA:
School Environment

LEVEL:
✓ ELEMENTARY
☐ JUNIOR HIGH
☐ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(71)			7.67/10
ADMINISTRATOR GROUP	76		7.83	9	
PARENT GROUP	76		7.67	10	
SECRETARY/CLERK GROUP	79		7.84	8	
SPECIAL SERVICES GROUP	70		8.21	9	
STUDENT GROUP	65		7.14	8	
TEACHER GROUP	67		8.53	11	
AREA #1 GROUP	73		7.40	9	
AREA #2 GROUP	71		7.43	9	
AREA #3 GROUP	75		7.72	10	
AREA #4 GROUP	59		6.97	6	
AREA #5 GROUP	66	▽	8.33	11	▽

AREA:
Social Science Skills

LEVEL:
[✓] ELEMENTARY
___ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		69			6.0
ADMINISTRATOR GROUP	73		6.28	5	
PARENT GROUP	71		5.54	5	
SECRETARY/CLERK GROUP	79		6.53	6	
SPECIAL SERVICES GROUP	64		7.12	8	
STUDENT GROUP	70		5.94	5	
TEACHER GROUP	64		7.07	7	
AREA #1 GROUP	74		5.90	5	
AREA #2 GROUP	69		5.62	5	
AREA #3 GROUP	65		5.58	5	
AREA #4 GROUP	67		4.86	2	
AREA #5 GROUP	66	↓	6.72	6	↓

ELEMENTARY NEEDS ASSESSMENT SUMMARY

PRIORITY RANKING	SATISFACTION INDEX-TOTAL GROUP
1. Communication Skills	73
2. Personal Values and Assets	69
3. Inter-Personal and Intra-Group Skills	61
4. Math Skills	76
5. Social Science Skills	69
6. Information About Social Issues	50
7. Attitudes About Becoming a Successful Employee	55
8. Personal Goals Around Social Systems and Social Institutions	53
9. Recreation Skills	80
10. School Environment	71
11. Artistic Skills	74
12. Foreign Languages	47

SATISFACTION INDEX
AND
PRIORITY RANK
SCORES

JUNIOR HIGH LEVEL

AREA:
Artistic Skills

LEVEL:
___ ELEMENTARY
_✓_ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		74			10.03 12
ADMINISTRATOR GROUP	78		10.15	11	
PARENT GROUP	74		9.94	13	
SECRETARY/CLERK GROUP	77		10.50	12	
SPECIAL SERVICES GROUP	75		10.80	12	
STUDENT GROUP	72		9.91	14	
TEACHER GROUP	78		10.30	11	
AREA #1 GROUP	79		9.68	12	
AREA #2 GROUP	65		10.12	15	
AREA #3 GROUP	68		10.62	15	
AREA #4 GROUP	70		9.47	12	
AREA #5 GROUP	76		10.11	11	

AREA:
Attitudes About
Becoming A Successful
Employee

LEVEL:
___ ELEMENTARY
[✓ JUNIOR HIGH]
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		52			7.6[illegible]
ADMINISTRATOR GROUP	53		6.91	5	
PARENT GROUP	56		7.90	8	
SECRETARY/CLERK GROUP	54		6.96	8	
SPECIAL SERVICES GROUP	38		5.00	4	
STUDENT GROUP	54		8.02	8	
TEACHER GROUP	40		6.97	5	
AREA #1 GROUP	54		7.88	8	
AREA #2 GROUP	59		7.19	5	
AREA #3 GROUP	56		7.86	8	
AREA #4 GROUP	57		7.44	7	
AREA #5 GROUP	41	▽	7.20	6	▽

AREA:
Communication Skills

LEVEL:
___ ELEMENTARY
_✓_ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		68			5.3[illegible] / 1
ADMINISTRATOR GROUP	67		3.96	1	
PARENT GROUP	72		5.36	1	
SECRETARY/CLERK GROUP	72		3.24	1	
SPECIAL SERVICES GROUP	58		4.34	3	
STUDENT GROUP	70		6.32	3	
TEACHER GROUP	57		4.39	3	
AREA #1 GROUP	72		5.58	1	
AREA #2 GROUP	73		6.01	2	
AREA #3 GROUP	68		5.33	1	
AREA #4 GROUP	74		6.02	2	
AREA #5 GROUP	60	▽	4.73	3	▽

AREA:
Curricular Activities

LEVEL:
___ ELEMENTARY
_✓_ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		69			10.3[illegible] / 15
ADMINISTRATOR GROUP	71		10.82	14	
PARENT GROUP	72		10.76	15	
SECRETARY/CLERK GROUP	73		13.03	15	
SPECIAL SERVICES GROUP	64		12.43	14	
STUDENT GROUP	69		9.32	11-12	
TEACHER GROUP	64		11.24	14	
AREA #1 GROUP	75		10.56	15	
AREA #2 GROUP	67		9.74	14	
AREA #3 GROUP	64		10.26	14	
AREA #4 GROUP	66		9.12	11	
AREA #5 GROUP	66		11.02	14	

AREA:
Foreign Languages

LEVEL:
___ ELEMENTARY
✓ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		56			10.7
ADMINISTRATOR GROUP	56		11.96	15	
PARENT GROUP	62		9.72	12	
SECRETARY/CLERK GROUP	62		11.00	13	
SPECIAL SERVICES GROUP	52		12.59	15	
STUDENT GROUP	54		10.27	15	
TEACHER GROUP	47		11.96	15	
AREA #1 GROUP	62		10.24	14	
AREA #2 GROUP	60		8.90	11	
AREA #3 GROUP	56		10.12	13	
AREA #4 GROUP	45		9.05	10	
AREA #5 GROUP	48		11.84	15	

AREA:
Information About
Social Issues

LEVEL:
___ ELEMENTARY
_✓_ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		59			7.27
ADMINISTRATOR GROUP	59		7.82	8	
PARENT GROUP	60		7.34	7	
SECRETARY/CLERK GROUP	65		6.23	5	
SPECIAL SERVICES GROUP	47		7.46	8	
STUDENT GROUP	58		7.25	7	
TEACHER GROUP	51		7.13	6	
AREA #1 GROUP	64		7.55	7	
AREA #2 GROUP	66		7.25	7	
AREA #3 GROUP	51		7.02	6	
AREA #4 GROUP	56		6.55	4	
AREA #5 GROUP	51		7.11	5	

AREA:
Inter-Personal &
Intra-Group Skills

LEVEL:
___ ELEMENTARY
[✓ JUNIOR HIGH]
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(54)			5.72
ADMINISTRATOR GROUP	58		5.43	3	
PARENT GROUP	57		5.48	2	
SECRETARY/CLERK GROUP	62		5.96	4	
SPECIAL SERVICES GROUP	39		3.50	1	
STUDENT GROUP	54		6.26	2	
TEACHER GROUP	44		4.30	2	
AREA #1 GROUP	58		5.77	3	
AREA #2 GROUP	60		5.94	1	
AREA #3 GROUP	56		5.96	3	
AREA #4 GROUP	48		6.08	3	
AREA #5 GROUP	45	▽	4.64	2	▽

AREA:
Math Skills

LEVEL:
____ ELEMENTARY
__✓__ JUNIOR HIGH
____ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		74			5.96
ADMINISTRATOR GROUP	74		5.63	4	
PARENT GROUP	75		5.81	3	
SECRETARY/CLERK GROUP	75		4.70	2	
SPECIAL SERVICES GROUP	59		7.43	7	
STUDENT GROUP	80		5.53	1	
TEACHER GROUP	66		6.84	4	
AREA #1 GROUP	81		5.62	2	
AREA #2 GROUP	74		6.37	3	
AREA #3 GROUP	72		5.36	2	
AREA #4 GROUP	68		5.93	1	
AREA #5 GROUP	69		6.62	4	

AREA:
Personal Goals Around
Social Systems &
Social Institutions

LEVEL:
___ ELEMENTARY
[✓ JUNIOR HIGH]
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		52			8.1
ADMINISTRATOR GROUP	54		8.30	10	
PARENT GROUP	57		8.29	9	
SECRETARY/CLERK GROUP	67		8.85	9	
SPECIAL SERVICES GROUP	35		5.59	5	
STUDENT GROUP	51		8.52	9	
TEACHER GROUP	44		7.39	7	
AREA #1 GROUP	55		8.52	9	
AREA #2 GROUP	57		8.51	9	
AREA #3 GROUP	55		8.19	9	
AREA #4 GROUP	55		8.36	9	
AREA #5 GROUP	42		7.56	7	

AREA:
Personal Values
& Assets

LEVEL:
___ ELEMENTARY
[✓ JUNIOR HIGH]
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		55			5.7[illegible] 3
ADMINISTRATOR GROUP	53		4.32	2	
PARENT GROUP	61		6.64	5	
SECRETARY/CLERK GROUP	72		4.74	3	
SPECIAL SERVICES GROUP	36		3.84	2	
STUDENT GROUP	54		6.92	6	
TEACHER GROUP	45		3.52	1	
AREA #1 GROUP	62		6.32	4	
AREA #2 GROUP	61		7.23	6	
AREA #3 GROUP	55		6.96	5	
AREA #4 GROUP	55		8.08	8	
AREA #5 GROUP	45		4.13	1	

AREA:
Recreation Skills

LEVEL:
☐ ELEMENTARY
☑ JUNIOR HIGH
☐ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		73			10.0[illegible]
ADMINISTRATOR GROUP	74		10.45	13	
PARENT GROUP	74		10.23	14	
SECRETARY/CLERK GROUP	75		11.19	14	
SPECIAL SERVICES GROUP	66		11.31	13	
STUDENT GROUP	75		9.32	11-12	
TEACHER GROUP	70		10.67	13	
AREA #1 GROUP	77		10.06	13	
AREA #2 GROUP	79		9.69	13	
AREA #3 GROUP	72		9.92	12	
AREA #4 GROUP	65		9.68	14	
AREA #5 GROUP	70		10.39	12	

AREA:
School Environment

LEVEL:
___ ELEMENTARY
_✓_ JUNIOR HIGH
___ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR ON TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(57)			9.83 / 11
ADMINISTRATOR GROUP	65		10.23	12	
PARENT GROUP	65		9.60	11	
SECRETARY/CLERK GROUP	60		10.07	10	
SPECIAL SERVICES GROUP	52		10.57	11	
STUDENT GROUP	56		9.62	13	
TEACHER GROUP	51		10.63	12	
AREA #1 GROUP	62		9.67	11	
AREA #2 GROUP	68		8.88	10	
AREA #3 GROUP	62		9.55	11	
AREA #4 GROUP	71		10.35	15	
AREA #5 GROUP	48		10.58	13	

AREA:
Science Skills

LEVEL:
ELEMENTARY
[✓ JUNIOR HIGH]
SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		69			7.21 / 6
ADMINISTRATOR GROUP	69		7.71	7	
PARENT GROUP	71		6.97	6	
SECRETARY/CLERK GROUP	75		6.46	7	
SPECIAL SERVICES GROUP	59		9.12	10	
STUDENT GROUP	69		6.88	5	
TEACHER GROUP	65		8.01	9	
AREA #1 GROUP	74		6.74	5	
AREA #2 GROUP	71		7.40	8	
AREA #3 GROUP	68		7.10	7	
AREA #4 GROUP	63		6.75	5	
AREA #5 GROUP	63	▽	7.87	9	▽

AREA:
Social Science Skills

LEVEL:
ELEMENTARY
[✓ JUNIOR HIGH]
SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		71			7.00
ADMINISTRATOR GROUP	65		7.54	6	
PARENT GROUP	72		6.63	4	
SECRETARY/CLERK GROUP	75		6.38	6	
SPECIAL SERVICES GROUP	61		8.46	9	
STUDENT GROUP	76		6.67	4	
TEACHER GROUP	63		8.07	10	
AREA #1 GROUP	74		6.75	6	
AREA #2 GROUP	77		6.57	4	
AREA #3 GROUP	74		6.29	4	
AREA #4 GROUP	63		6.77	6	
AREA #5 GROUP	63	▽	7.84	8	▽

AREA:
Vocational Skills

LEVEL:
☐ ELEMENTARY
☑ JUNIOR HIGH
☐ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		65			8.6[illegible] 10
ADMINISTRATOR GROUP	64		7.96	9	
PARENT GROUP	66		9.04	10	
SECRETARY/CLERK GROUP	77		10.36	11	
SPECIAL SERVICES GROUP	59		7.31	6	
STUDENT GROUP	68		8.65	10	
TEACHER GROUP	58		7.98	8	
AREA #1 GROUP	64		8.71	10	
AREA #2 GROUP	66		8.97	12	
AREA #3 GROUP	72		9.16	10	
AREA #4 GROUP	68		9.54	13	
AREA #5 GROUP	59	↓	8.05	10	↓

JUNIOR HIGH NEEDS ASSESSMENT SUMMARY

PRIORITY RANKING		SATISFACTION INDEX-TOTAL GROUP
1.	Communication Skills	68
2.	Inter-Personal and Intra-Group Skills	54
3.	Personal Values and Assets	55
4.	Math Skills	74
5.	Social Science Skills	71
6.	Science Skills	69
7.	Information About Social Issues	58
8.	Attitudes About Becoming a Successful Employee	52
9.	Personal Goals Around Social Systems and Social Institutions	52
10.	Vocational Skills	66
11.	School Environment	59
12.	Artistic Skills	74
13.	Recreation Skills	73
14.	Foreign Languages	56
15.	Curricular Activities	69

SATISFACTION INDEX
AND
PRIORITY RANK
SCORES

SENIOR HIGH LEVEL

AREA:
Artistic Skills

LEVEL:
☐ ELEMENTARY
☐ JUNIOR HIGH
☑ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		74			10.37/12
ADMINISTRATOR GROUP	79		10.20	11	
PARENT GROUP	75		10.24	12	
SECRETARY/CLERK GROUP	81		11.96	13	
SPECIAL SERVICES GROUP	73		10.53	11	
STUDENT GROUP	72		9.99	15	
TEACHER GROUP	76		10.88	11	
AREA #1 GROUP	80		10.16	12	
AREA #2 GROUP	66		10.92	15	
AREA #3 GROUP	68		10.09	13	
AREA #4 GROUP	64		10.64	15	
AREA #5 GROUP	77		10.47	11	

AREA:
Attitudes About Becoming
A Successful Employee

LEVEL:
☐ ELEMENTARY
☐ JUNIOR HIGH
☑ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(59)			5.55
ADMINISTRATOR GROUP	58		5.91	4	
PARENT GROUP	63		6.91	7	
SECRETARY/CLERK GROUP	63		5.42	4	
SPECIAL SERVICES GROUP	38		4.87	2-3	
STUDENT GROUP	66		7.11	5	
TEACHER GROUP	45		5.34	4	
AREA #1 GROUP	65		6.84	7	
AREA #2 GROUP	63		7.05	6-7	
AREA #3 GROUP	62		6.99	6	
AREA #4 GROUP	67		7.48	7	
AREA #5 GROUP	50	▽	5.51	4	▽

AREA:
Communication Skills

LEVEL:
___ ELEMENTARY
___ JUNIOR HIGH
_✓_ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		70			6.12/1
ADMINISTRATOR GROUP	67		4.67	1	
PARENT GROUP	75		6.11	2	
SECRETARY/CLERK GROUP	69		5.03	3	
SPECIAL SERVICES GROUP	62		5.03	4	
STUDENT GROUP	73		7.25	6	
TEACHER GROUP	58		4.85	3	
AREA #1 GROUP	77		6.32	2	
AREA #2 GROUP	71		6.52	5	
AREA #3 GROUP	71		6.41	2	
AREA #4 GROUP	66		6.78	6	
AREA #5 GROUP	62		5.32	3	

AREA:
Curricular Activities

LEVEL:
___ ELEMENTARY
___ JUNIOR HIGH
[✓ SENIOR HIGH]

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR ON TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		7[illegible]			10.85
ADMINISTRATOR GROUP	72		11.35	14	
PARENT GROUP	74		11.09	15	
SECRETARY/CLERK GROUP	77		13.07	15	
SPECIAL SERVICES GROUP	61		12.51	15	
STUDENT GROUP	78		9.66	13	
TEACHER GROUP	69		11.33	13	
AREA #1 GROUP	78		11.14	15	
AREA #2 GROUP	71		10.06	14	
AREA #3 GROUP	69		10.37	14	
AREA #4 GROUP	72		9.05	12	
AREA #5 GROUP	74	↓	11.09	13	↓

AREA:
Foreign Languages

LEVEL:
___ ELEMENTARY
___ JUNIOR HIGH
✓ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(60)			9.[illegible] / 11
ADMINISTRATOR GROUP	53		11.50	15	
PARENT GROUP	64		9.32	11	
SECRETARY/CLERK GROUP	71		10.61	12	
SPECIAL SERVICES GROUP	53		11.25	12	
STUDENT GROUP	61		9.44	11	
TEACHER GROUP	53		11.74	15	
AREA #1 GROUP	65		9.70	11	
AREA #2 GROUP	65		8.61	11	
AREA #3 GROUP	62		9.37	11	
AREA #4 GROUP	55		8.20	10	
AREA #5 GROUP	53		11.34	15	

AREA:
Information About
Social Issues

LEVEL:
____ ELEMENTARY
____ JUNIOR HIGH
[✓ SENIOR HIGH]

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		64			6.8
ADMINISTRATOR GROUP	62		7.68	8	
PARENT GROUP	65		6.73	5	
SECRETARY/CLERK GROUP	71		7.11	7	
SPECIAL SERVICES GROUP	49		7.06	6	
STUDENT GROUP	69		6.74	2	
TEACHER GROUP	54		6.89	6	
AREA #1 GROUP	69		7.02	8	
AREA #2 GROUP	67		6.13	2	
AREA #3 GROUP	61		6.59	4	
AREA #4 GROUP	58		5.86	1	
AREA #5 GROUP	58		7.09	7	

AREA:
Inter-Personal &
Intra-Group Skills

LEVEL:
☐ ELEMENTARY
☐ JUNIOR HIGH
☑ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(59)			6.16 2
ADMINISTRATOR GROUP	55		5.64	3	
PARENT GROUP	64		5.56	4	
SECRETARY/CLERK GROUP	73		4.92	2	
SPECIAL SERVICES GROUP	43		4.87	2-3	
STUDENT GROUP	64		6.86	3-4	
TEACHER GROUP	43		4.46	2	
AREA #1 GROUP	66		6.67	4	
AREA #2 GROUP	63		6.43	4	
AREA #3 GROUP	57		6.62	5	
AREA #4 GROUP	55		6.71	5	
AREA #5 GROUP	51		4.98	2	

AREA:
Math Skills

LEVEL:
___ ELEMENTARY
___ JUNIOR HIGH
_✓_ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		77			6.31
ADMINISTRATOR GROUP	76		6.33	6	
PARENT GROUP	79		5.60	1	
SECRETARY/CLERK GROUP	73		6.00	5	
SPECIAL SERVICES GROUP	62		7.09	7-8	
STUDENT GROUP	80		6.04	1	
TEACHER GROUP	68		7.69	8	
AREA #1 GROUP	81		5.41	1	
AREA #2 GROUP	79		6.33	3	
AREA #3 GROUP	75		5.96	1	
AREA #4 GROUP	71		6.55	3	
AREA #5 GROUP	72		7.34	8	

AREA:
Personal Goals Around Social Systems & Social Institutions

LEVEL:
☐ ELEMENTARY
☐ JUNIOR HIGH
☑ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(60)			6.8[illegible]/7
ADMINISTRATOR GROUP	62		6.04	5	
PARENT GROUP	63		7.19	8	
SECRETARY/CLERK GROUP	62		6.92	6	
SPECIAL SERVICES GROUP	43		5.28	5	
STUDENT GROUP	66		7.37	8	
TEACHER GROUP	45		5.71	5	
AREA #1 GROUP	65		6.77	6	
AREA #2 GROUP	65		7.05	6-7	
AREA #3 GROUP	61		7.76	9	
AREA #4 GROUP	62		8.02	9	
AREA #5 GROUP	51	↓	6.17	5	↓

AREA:
Personal Values &
Assets

LEVEL:
____ ELEMENTARY
____ JUNIOR HIGH
_✓_ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		(59)			6.17 3
ADMINISTRATOR GROUP	51		5.27	2	
PARENT GROUP	64		6.88	6	
SECRETARY/CLERK GROUP	62		2.96	1	
SPECIAL SERVICES GROUP	44		3.93	1	
STUDENT GROUP	63		7.34	7	
TEACHER GROUP	45		3.63	1	
AREA #1 GROUP	64		6.46	3	
AREA #2 GROUP	61		7.92	9	
AREA #3 GROUP	63		7.49	8	
AREA #4 GROUP	60		6.62	4	
AREA #5 GROUP	48	▽	4.35	1	▽

AREA:
Recreation Skills

LEVEL:
____ ELEMENTARY
____ JUNIOR HIGH
[✓ SENIOR HIGH]

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		79			10.51 14
ADMINISTRATOR GROUP	74		10.93	12	
PARENT GROUP	74		10.72	14	
SECRETARY/CLERK GROUP	79		12.00	14	
SPECIAL SERVICES GROUP	64		11.68	14	
STUDENT GROUP	78		9.54	12	
TEACHER GROUP	70		11.20	12	
AREA #1 GROUP	80		10.45	13	
AREA #2 GROUP	72		9.94	13	
AREA #3 GROUP	70		10.38	15	
AREA #4 GROUP	62		10.36	14	
AREA #5 GROUP	72		10.79	12	

AREA:
School Environment

LEVEL:
___ ELEMENTARY
___ JUNIOR HIGH
✓ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		60			10.7[illegible] / 13
ADMINISTRATOR GROUP	57		10.94	13	
PARENT GROUP	65		10.36	13	
SECRETARY/CLERK GROUP	73		10.03	11	
SPECIAL SERVICES GROUP	45		11.30	13	
STUDENT GROUP	64		9.82	14	
TEACHER GROUP	45		11.37	14	
AREA #1 GROUP	68		10.49	14	
AREA #2 GROUP	64		9.61	12	
AREA #3 GROUP	60		9.99	12	
AREA #4 GROUP	57		9.76	13	
AREA #5 GROUP	50	▽	11.12	14	▽

AREA:
Science Skills

LEVEL:
___ ELEMENTARY
___ JUNIOR HIGH
_✓_ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		[illegible]			7.0[illegible]
ADMINISTIATOR GROUP	71		8.12	10	
PARENT GROUP	75		6.40	3	
SECRETARY/CLERK GROUP	81		7.44	8	
SPECIAL SERVICES GROUP	64		8.33	10	
STUDENT GROUP	77		6.86	3-4	
TEACHER GROUP	70		8.49	9	
AREA #1 GROUP	79		6.68	5	
AREA #2 GROUP	70		6.11	1	
AREA #3 GROUP	74		6.52	3	
AREA #4 GROUP	60		6.32	2	
AREA #5 GROUP	71	▽	8.33	9	▽

AREA:
Social Science Skills

LEVEL:
☐ ELEMENTARY
☐ JUNIOR HIGH
☑ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		72			8.15/10
ADMINISTRATOR GROUP	71		8.01	9	
PARENT GROUP	74		7.99	9	
SECRETARY/CLERK GROUP	75		7.72	9	
SPECIAL SERVICES GROUP	61		8.18	9	
STUDENT GROUP	75		7.90	10	
TEACHER GROUP	64		9.19	10	
AREA #1 GROUP	77		8.08	10	
AREA #2 GROUP	78		7.79	8	
AREA #3 GROUP	72		7.23	7	
AREA #4 GROUP	71		8.69	11	
AREA #5 GROUP	65		8.88	10	

AREA:
Vocational Skills

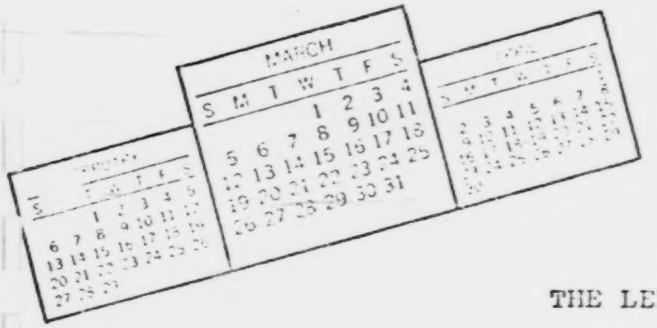
LEVEL:
____ ELEMENTARY
____ JUNIOR HIGH
_✓_ SENIOR HIGH

	SATISFACTION INDEX SCORE OF THIS AREA AT THIS LEVEL	SATISFACTION INDEX SCORE WITH THIS AREA AT THIS LEVEL OF THE TOTAL SURVEY GROUP : n = 1729	PRIORITY RANK WEIGHTED FACTOR SCORE OF AREA AT THIS LEVEL	RANK OF PRIORITY SCORE IN RELATION TO RANK OF ALL OTHER AREAS	PRIORITY RANK WEIGHTED FACTOR OF TOTAL SURVEY GROUP : n = 1729
TOTAL SURVEY GROUP		63			7.59
ADMINISTRATOR GROUP	62		6.88	7	
PARENT GROUP	62		7.76	10	
SECRETARY/CLERK GROUP	79		9.23	10	
SPECIAL SERVICES GROUP	56		7.09	7-8	
STUDENT GROUP	70		7.71	9	
TEACHER GROUP	56		7.01	7	
AREA #1 GROUP	64		7.63	9	
AREA #2 GROUP	62		8.48	10	
AREA #3 GROUP	68		7.90	10	
AREA #4 GROUP	64		7.92	8	
AREA #5 GROUP	61		7.04	6	

SENIOR HIGH NEEDS ASSESSMENT SUMMARY

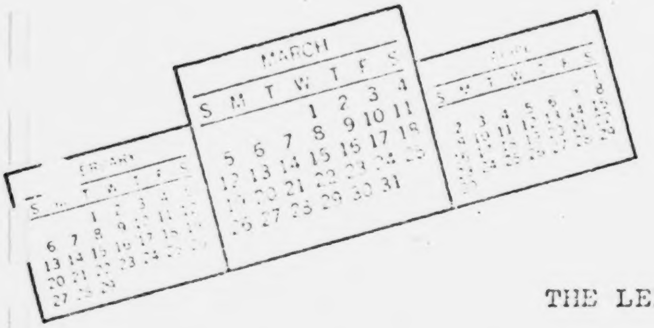
PRIORITY RANKING		SATISFACTION INDEX-TOTAL GROUP
1.	Communication Skills	70
2.	Inter-Personal and Intra-Group Skills	59
3.	Personal Values and Assets	59
4.	Math Skills	77
5.	Attitudes About Becoming a Successful Employee	59
6.	Information About Social Issues	64
7.	Personal Goals Around Social Systems and Social Institutions	60
8.	Science Skills	74
9.	Vocational Skills	63
10.	Social Science Skills	72
11.	Foreign Languages	60
12.	Artistic Skills	74
13.	School Environment	60
14.	Recreation Skills	74
15.	Curricular Activities	74

DEMOGRAPHIC
INFORMATION



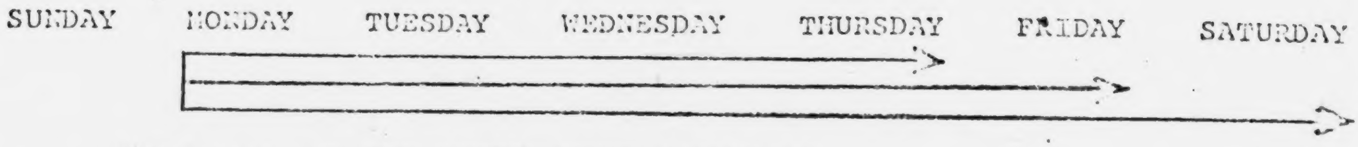
THE LENGTH OF THE SCHOOL YEAR SHOULD BE:

AS SEEN BY:	6 MONTHS	9 MONTHS	12 MONTHS	n
STUDENTS	31	64	5	544
TEACHERS	1	75	24	298
ADMINISTRATORS	10	62	28	065
PARENTS	6	77	17	743
SPECIAL SERVICES	3	63	33	034
PATRON	15	80	5	020
SECRETARY-CLERICAL	0	68	32	026


MARCH
S M T W T F S

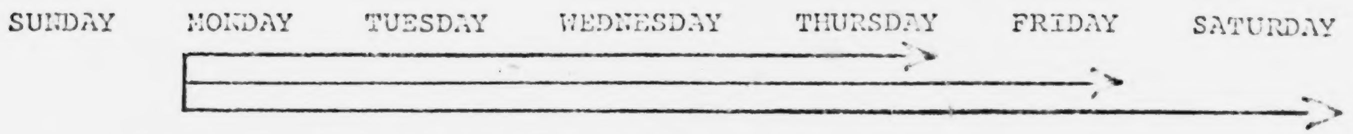
THE LENGTH OF THE SCHOOL YEAR SHOULD BE:

AS SEEN BY:	6 MONTHS	9 MONTHS	12 MONTHS	n=
TOTAL GROUP IN:				
AREA 1	13	70	17	690
AREA 2	12	80	8	183
AREA 3	13	77	10	310
AREA 4	18	68	14	055


SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY

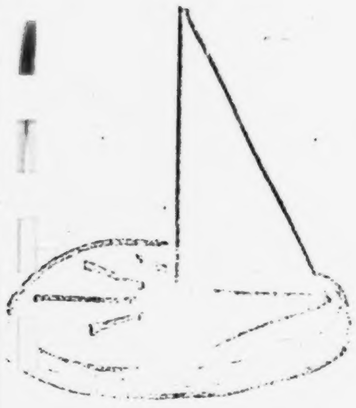
THE LENGTH OF THE SCHOOL WEEK SHOULD BE:

AS SEEN BY:	n=	4 DAYS	5 DAYS	6 DAYS	
STUDENTS	544	37	60	3	
TEACHERS	298	41	58	1	
ADMINISTRATORS	035	21	76	3	
PARENTS	743	9	84	7	
SPECIAL SERVICES	034	56	40	3	
PATRON	020	30	70	0	
SECRETARY-CLERICAL	026	20	80	0	


SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY

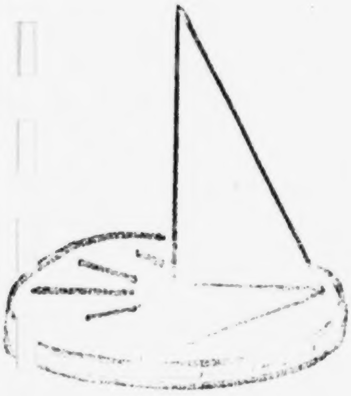
THE LENGTH OF THE SCHOOL WEEK SHOULD BE:

AS SEEN BY:	n=	4 DAYS	5 DAYS	6 DAYS	
TOTAL GROUP IN:					
AREA 1	690	18	77	5	
AREA 2	183	14	82	4	
AREA 3	310	16	77	7	
AREA 4	055	28	58	14	



SCHOOL BUILDINGS SHOULD BE
IN OPERATION WITH TEACHERS
ON DUTY:

AS SEEN BY:	n=	4 HOURS	8 HOURS	12 HOURS
STUDENTS	544	19	70	10
TEACHERS	298	6	83	10
ADMINISTRATORS	035	5	75	19
PARENTS	743	4	85	11
SPECIAL SERVICES	034	6	63	30
PATRON	020	15	70	15
SECRETARY-CLERICAL	026	0	100	0



SCHOOL BUILDINGS SHOULD BE
IN OPERATION WITH TEACHERS
ON DUTY:

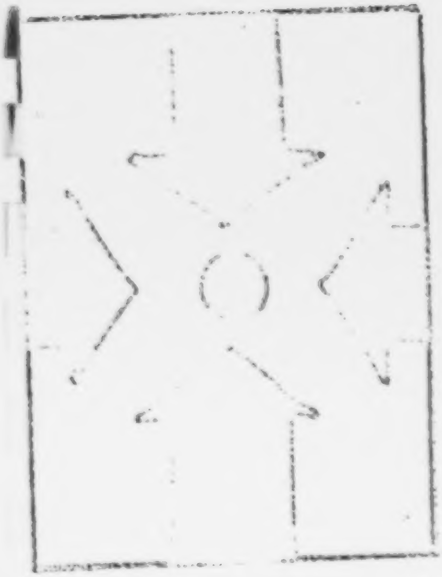
AS SEEN BY:	n=	4 HOURS	8 HOURS	12 HOURS
TOTAL GROUP IN:				
AREA 1	690	9	81	10
AREA 2	183	11	81	8
AREA 3	310	5	79	16
AREA 4	055	13	70	15

AGE OF THE CHILD FOR WHICH A FORMAL EDUCATION PROGRAM SHOULD BE PROVIDED:

AS SEEN BY:	n=	2 YEARS OF AGE	3 YEARS OF AGE	4 YEARS OF AGE	5 YEARS OF AGE	6 YEARS OF AGE
STUDENTS	544	2	4	22	44	27
TEACHERS	298	1	6	15	53	25
ADMINISTRATORS	035	5	6	17	53	18
PARENTS	743	1	6	22	51	20
SPECIAL SERVICES	034	3	18	39	27	12
PATRON	020	5	0	10	55	30
SECRETARY-CLERICAL	026	0	0	12	64	24

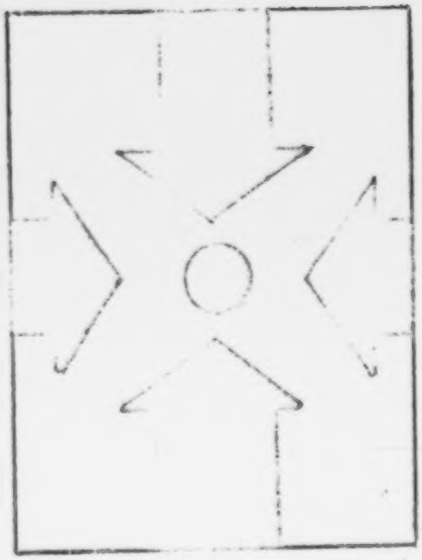
AGE OF THE CHILD FOR WHICH A FORMAL
EDUCATION PROGRAM SHOULD BE PROVIDED:

AS SEEN BY:	n=	2 YEARS OF AGE	3 YEARS OF AGE	4 YEARS OF AGE	5 YEARS OF AGE	6 YEARS OF AGE
TOTAL GROUP IN:	---					
AREA 1	690	1	5	21	51	21
AREA 2	183	3	6	24	48	19
AREA 3	310	1	6	21	50	22
AREA 4	055	4	8	20	42	26



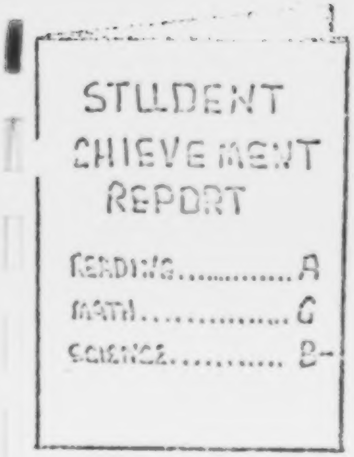
WOULD YOU FAVOR A PROGRAM WHICH ENCOURAGES STUDENTS TO BE INVOLVED IN THE PROCESS OF MAKING DECISIONS ABOUT SCHOOL POLICIES?

		LEVELS:		
AS SEEN BY:	n=	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
STUDENTS	544	47	85	94
TEACHERS	298	40	65	89
ADMINISTRATORS	035	43	72	87
PARENTS	743	36	69	85
SPECIAL SERVICES	034	51	73	94
PATRON	020	30	60	80
SECRETARIAL-CLERICAL	026	27	64	78



WOULD YOU FAVOR A PROGRAM WHICH ENCOURAGES STUDENTS TO BE INVOLVED IN THE PROCESS OF MAKING DECISIONS ABOUT SCHOOL POLICIES?

AS SEEN BY:	n=	LEVELS: ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
TOTAL GROUP IN:	---			
AREA 1	690	40	71	88
AREA 2	183	39	65	86
AREA 3	310	39	74	88
AREA 4	055	43	76	94

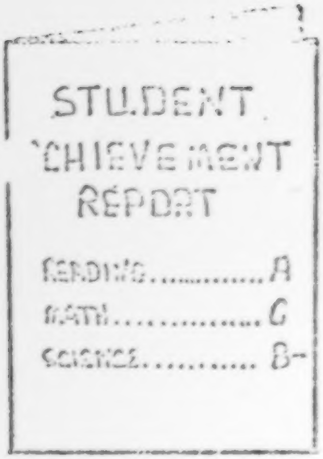


STUDENT
CHIEVEMENT
REPORT
READING............A
MATH...............C
SCIENCE..........B-

SHOULD STUDENT ACHIEVEMENT BE REPORTED BY THE USE OF LETTER GRADES OR SHOULD ANOTHER WAY BE DEVELOPED?

Score indicates those in favor of letter grades.

AS SEEN BY:	n=	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
STUDENTS	544	64	71	66
TEACHERS	298	21	29	35
ADMINISTRATORS	035	31	42	40
PARENTS	743	70	76	76
SPECIAL SERVICES	034	22	28	34
PATRON	020	42	52	58
SECRETARY-CLERICAL	026	58	56	62

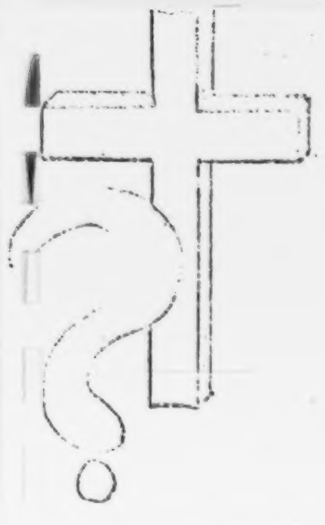

STUDENT ACHIEVEMENT REPORT

READING............A
MATH...............C
SCIENCE...........B-

SHOULD STUDENT ACHIEVEMENT BE REPORTED BY THE USE OF LETTER GRADES OR SHOULD ANOTHER WAY BE DEVELOPED?

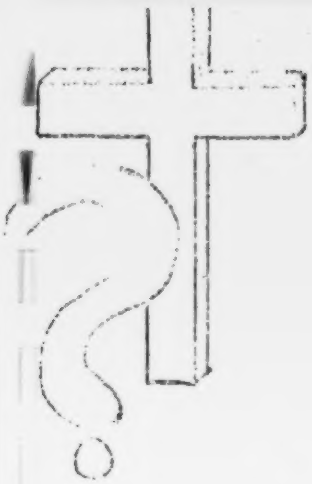
Score indicates those in favor of letter grades.

AS SEEN BY:	n=	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
TOTAL GROUP IN:				
AREA 1	690	68	73	69
AREA 2	183	70	81	75
AREA 3	310	61	74	77
AREA 4	055	74	78	68



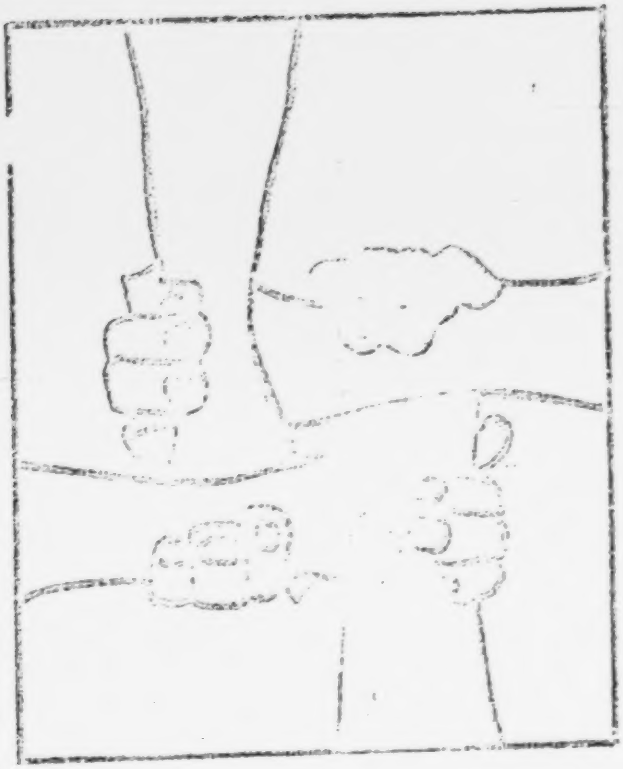
INDEX OF THOSE FAVORABLE ABOUT A PROGRAM IN THE UNDERSTANDING AND USE OF INFORMATION ABOUT RELIGIONS.

AS SEEN BY:	n=	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
STUDENTS	544	50	59	59
TEACHERS	298	55	66	72
ADMINISTRATORS	035	51	63	75
PARENTS	743	61	68	69
SPECIAL SERVICES	034	54	64	77
PATRON	020	60	65	62
SECRETARY-CLERICAL	026	52	60	62



INDEX OF THOSE FAVORABLE ABOUT A PROGRAM IN THE UNDERSTANDING AND USE OF INFORMATION ABOUT RELIGIONS.

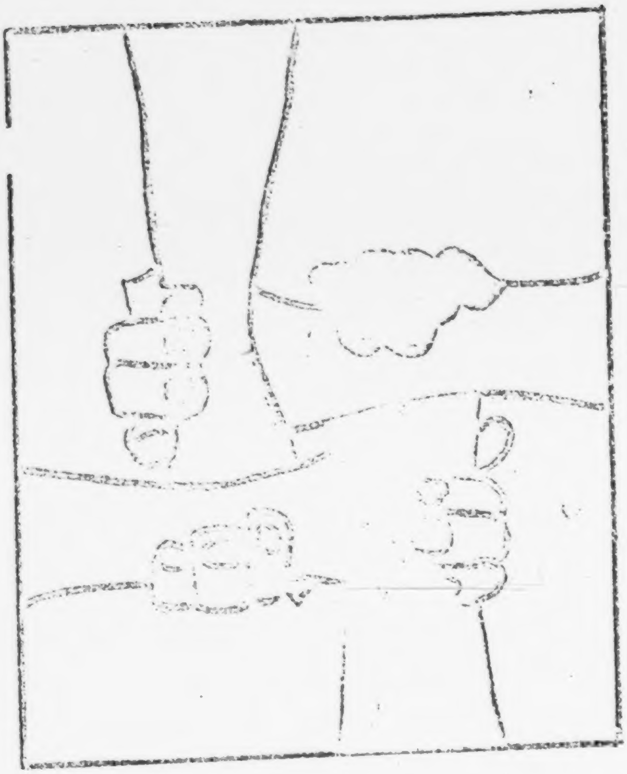
AS SEEN BY:	n=	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
TOTAL GROUP IN:				
AREA 1	690	59	56	67
AREA 2	183	52	59	61
AREA 3	310	53	57	57
AREA 4	055	49	49	55



ETHNIC GROUP

←Figures indicate %→

Group	n=	OMITS	SPANISH AMERICAN	BLACK AMERICAN	ORIENTAL AMERICAN	AMERICAN INDIAN	OTHER
PARENTS	743	80	15	3	4	2	77
PATRONS	020	3	0	0	12	12	76
TEACHERS	298	7	5	.7	.7	.3	93
ADMINISTRATORS	035	8	5	2	0	4	89
SPECIAL SERVICES	034	0	3	0	3	0	94
SECRETARY-CLERICAL	026	0	4	0	8	0	88
TOTAL GROUPS							



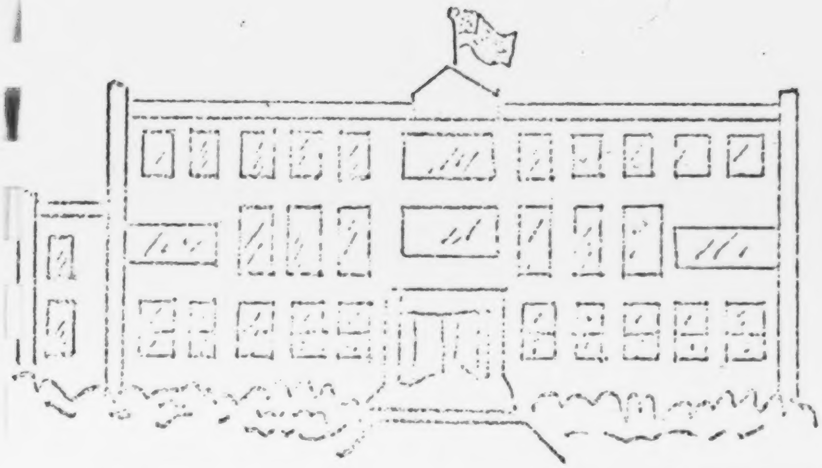
ETHNIC GROUP

Figures indicate %

Group	n=	OMITS	SPANISH AMERICAN	BLACK AMERICAN	ORIENTAL AMERICAN	AMERICAN INDIAN	OTHER
TOTAL GROUP IN:							
AREA 1	689	277	11	1	2	.7	84
AREA 2	183	87	18	3	5	5	69
AREA 3	310	136	15	3	5	2	75
AREA 4	055	16	21	10	3	3	64
AREA 5	408	104	4	.3	.3	.3	95

WOULD YOU FAVOR A PROGRAM IN THE
UNDERSTANDING AND USE OF INFORMATION
ABOUT SEX EDUCATION?

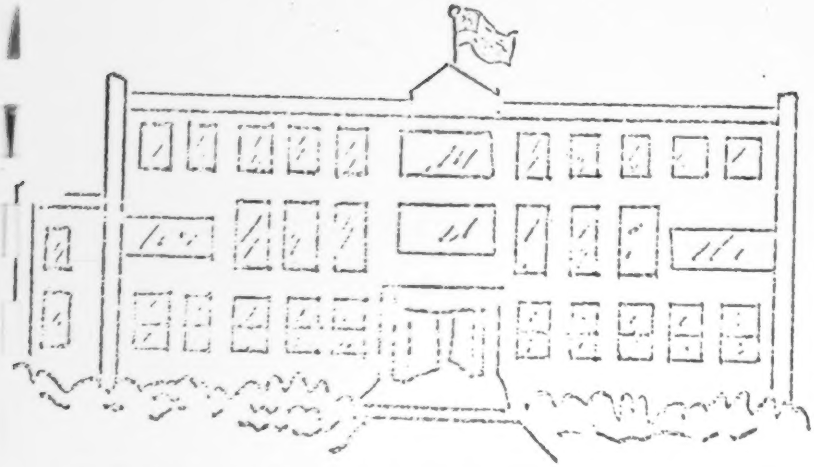
AS SEEN BY:	n=	LEVEL:		
		ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
TOTAL GROUP IN:				
AREA 1	690	65	89	90
AREA 2	183	54	82	93
AREA 3	310	54	83	90
AREA 4	055	46	83	92



YEARS OF SCHOOL COMPLETED

Figures indicate %

GROUP	n=	UNITS	8 YEARS OR LESS	9-10 YEARS	11-12 YEARS	COLLEGE 1-2 YEARS	COLLEGE 3-4 YEARS	COLLEGE 4 YEARS +	[illegible]
PARENTS	743	52	4	13	52	20	5	4	3
PATRONS	020	5	0	7	60	27	0	7	0
TEACHERS	298	8	.3	0	0	1	12	87	0
ADMINISTRATORS	035	5	2	5	28	7	5	53	0
SPECIAL SERVICES	034	3	0	0	0	3	16	81	0
SECRETARY-CLERICAL	026	2	0	0	67	21	8	0	4
TOTAL GROUPS	1729	91	16	15	32	9	5	21	1



YEARS OF SCHOOL COMPLETED

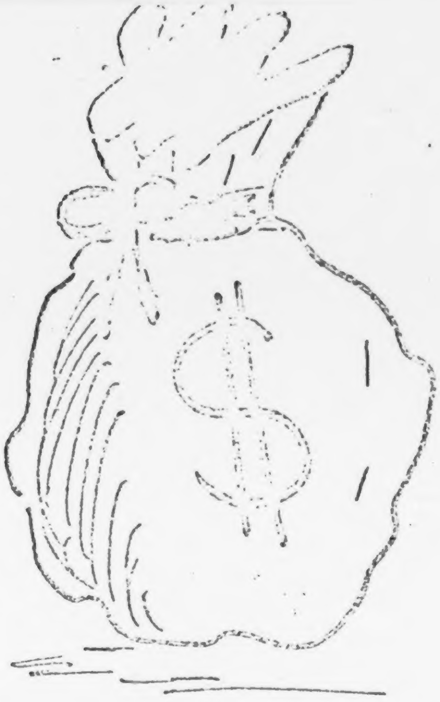
Figures indicate %

GROUP	n=	OMITS	8 YEARS OR LESS	9-10 YEARS	11-12 YEARS	COLLEGE 1-2 YEARS	COLLEGE 3-4 YEARS	COLLEGE 4 YEARS +	VOCATIONAL TRAINING
TOTAL GROUP IN:									
AREA 1	689	37	22	13	42	13	4	5	1
AREA 2	183	16	22	21	37	11	4	4	2
AREA 3	310	13	19	17	40	9	5	5	4
AREA 4	055	1	20	20	35	11	2	9	2
AREA 5	408	10	2	15	11	2	8	63	0

COMBINED ANNUAL FAMILY INCOME

← Figures indicate %

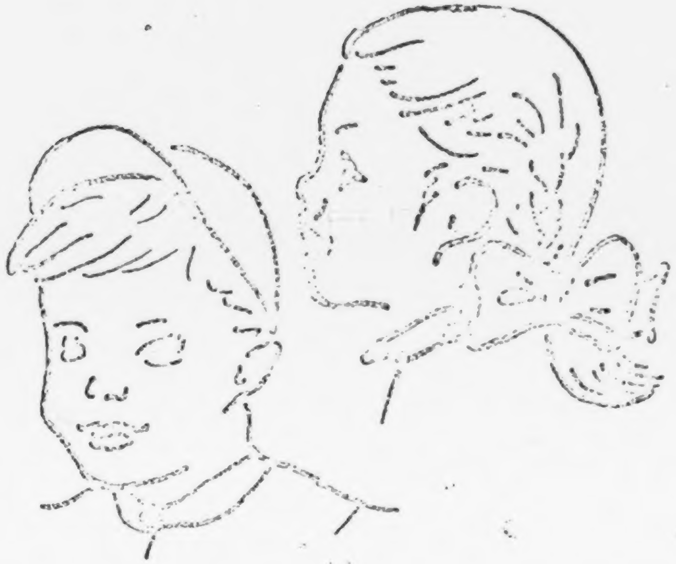
GROUPS	n=	OMITS	$4,000 or LESS	$4,000 to $6,000	$6,000 to $10,000	$10,000 to $12,000	$12,000 to $15,000	$15,000 or MORE
PARENTS	743	40	2	12	39	27	12	7
PATRONS	020	1	11	16	53	5	11	5
TEACHERS	298	8	0	2	41	16	17	25
ADMINISTRATORS	035	7	2	9	12	17	28	33
SPECIAL SERVICES	034	0	0	0	15	15	26	44
SECRETARY-CLERICAL	026	2	0	21	8	8	29	33
TOTAL GROUPS	1729	601	2	9	37	23	15	15



COMBINED ANNUAL FAMILY INCOME

← Figures indicate %

GROUPS	n=	OMITS	$4,000 or LESS	$4,000 to $6,000	$6,000 to $10,000	$10,000 to $12,000	$12,000 to $15,000	$15,000 or MORE
TOTAL GROUP IN:								
AREA 1	689	236	3	10	34	30	15	9
AREA 2	183	89	4	13	53	19	6	4
AREA 3	310	139	.6	16	42	21	11	9
AREA 4	55	17	0	18	39	16	13	13
AREA 5	408	97	0	3	34	16	19	29



NUMBER OF CHILDREN
ATTENDING MAPLETON
PUBLIC SCHOOLS

← Figures indicate % →

GROUP	n=	OMITS	1	2	3	4	5	6+
PARENT	743	25	21	32	28	13	4	4
PATRON	020	17	0	5	11	0	0	0

NUMBER OF CHILDREN
ATTENDING MAPLETON
PUBLIC SCHOOLS

← Figures indicate % →

GROUP	n=	OMITS	1	2	3	4	5	6+
TOTAL GROUP:	1729	937	14	22	20	9	3	3
AREA 1	0689	249	18	30	29	13	5	4
AREA 2	0183	085	22	33	29	14	2	4
AREA 3	0310	142	21	34	26	13	2	3
AREA 4	0055	019	24	32	21	8	3	8
AREA 5	0408	382	3	2	2	.3	.6	.3

COPY OF
NEEDS ASSESSMENT QUESTIONNAIRE

Mapleton Public Schools

SCHOOL DISTRICT NO. 1, ADAMS COUNTY
591 East 80th Avenue Denver, Colorado 80229
Phone: 288-6681

This questionnaire has been designed to help you express your own expectations and ideas about public education. It will report your suggestions in a way that will assure that Mapleton's school program reflects accurately the hopes and concerns of the community it represents. The direction of education must change with the increasing amount of knowledge and new needs of students; only by school-community cooperation can we be certain that today's program is based on today's needs.

Generally, you will find that this questionnaire covers the total educational environment and asks that you indicate your personal preferences from a very large and important list of choices. Fortunately you all have known about school from personal experience. Please use this experience to select your answers. There are no "right" or "wrong" answers, your honest opinions are the vital information we are requesting.

Sincerely,

George Di Tirro

George DiTirro
Superintendent

CIRCLE ONE CHOICE FOR EACH ITEM:

1. I am a Student 1 Teacher 2 Administrator 3 Parent 4 Special Services 5

   Resident without school children 6 Secretarial / Clerical 7

2. I live in Area 1 Area 2 Area 3 Area 4 Area 5 (See map)

3. I have completed this many years of school:

   Eight or less 1 Nine to ten 2 Eleven to twelve 3 College 1-2 years 4

   College 3-4 yesrs 5 College 4 or more 6 Vocational Training 7

ADULTS ONLY

4. I am a member of the following ethnic group:

   Spanish American 1 Black American 2 Oriental American 3 American Indian 4

   Other 5

5. My combined annual family income is:

   $4,000 or less 1 $4,000 - $6,000 2 $6,000 - $10,000 3

   $10,000 - $12,000 4 $12,000 - $15,000 5 $15,000 or more 6

STUDENTS AND ADULTS

6. I attend or work at the following Secondary School:

   Mapleton High 1 Highland High 2 John Dewey Jr. High 3 York Jr. High 4

7. I attend or work at the following Elementary School:

   Bertha Heid 1 Clayton 2 Lucy Auld 3 Mapleton 4 Meadow 5

   Monterey 6 Valley View 7 Western Hills 8

PARENTS ONLY

8. I have the following number of children in Mapleton Public Schools: (circle correct number)

   1 2 3 4 5 6 or more

9. They attend: (circle all schools your children attend)

   Mapleton High 1 Highland High 2 John Dewey Jr. High 3 York Jr. High 4

10. They attend: (circle all schools your children attend)

   Bertha Heid 1 Clayton 2 Lucy Auld 3 Mapleton 4 Meadow 5

   Monterey 6 Valley View 7 Western Hills 8

DIRECTIONS:

You are asked to make decisions about two major questions. How is the Mapleton District meeting student needs now? How should the district change to do better? The questions are divided into three sections: Elementary, Junior High, and Senior High. Some questions are the same for all three sections but many are different. Please read each question carefully

Task One: Begin by answering how things are being done now in various instructional areas. Work only on the left side of the page. Circle a number for each statement using the following guide.

1 -- indicates the District is doing the task VERY WELL

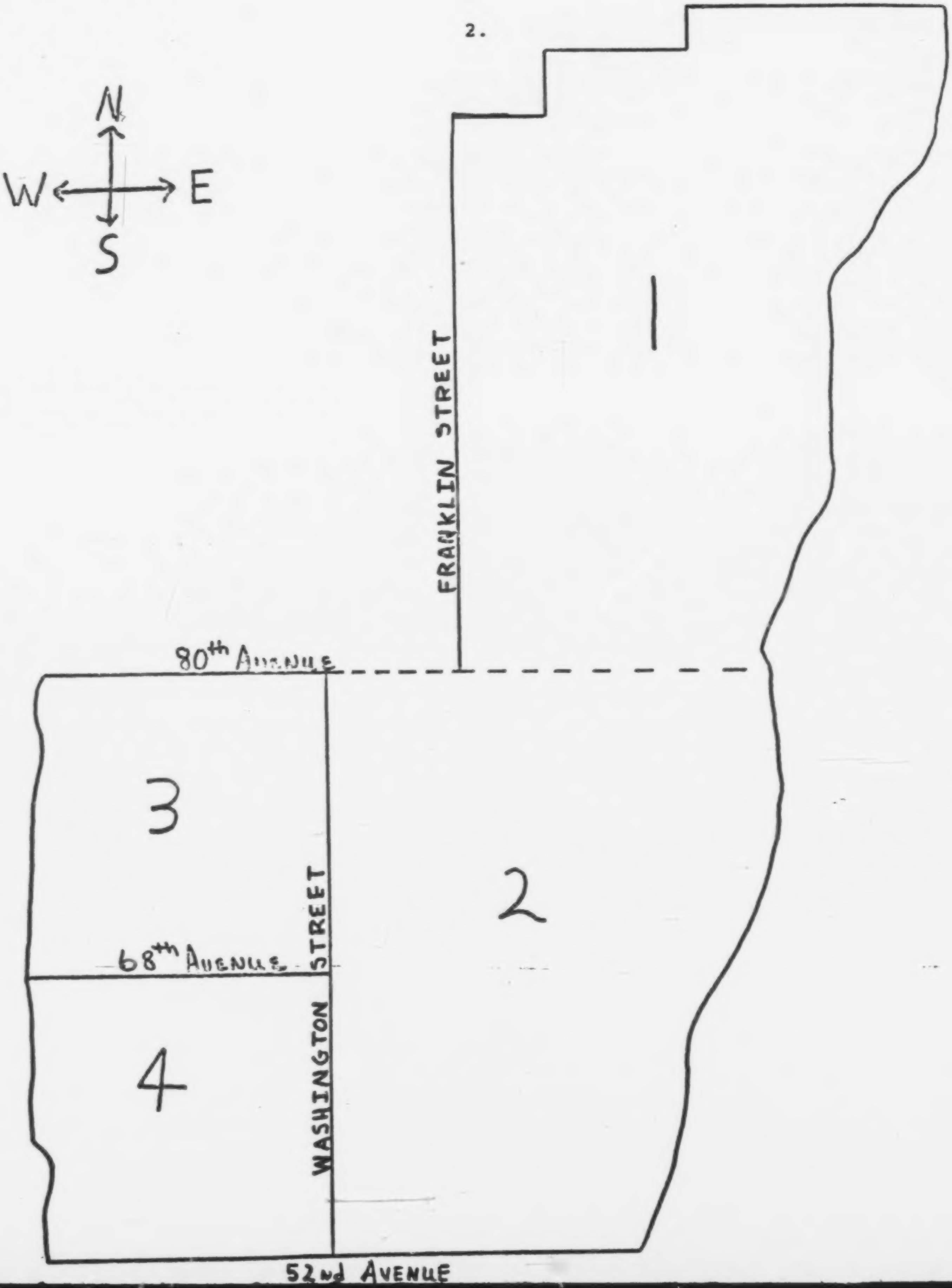
2 -- indicates the District is doing the task WELL

3 -- indicates the District is doing the task FAIR

4 -- indicates the District is doing the task POORLY

5 -- indicates the District is doing the task VERY POORLY

The examples listed for each statement are designed to give you a general idea of the area and are not meant to be inclusive or complete.


N
W
E
S
1
FRANKLIN STREET
80th AVENUE
3
2
68th AVENUE
WASHINGTON STREET
4
52nd AVENUE

Circle one (1) number for each statement

1 - very well, 2 - well, 3 - fair,

4 - poorly, 5 - very poorly

ELEMENTARY LEVEL

1 2 3 4 5	1. The understanding and use of SOCIAL SCIENCE SKILLS Ex: Geography, Natural History, Man and His Environment.
1 2 3 4 5	2. The understanding and use of PERSONAL VALUES AND ASSETS Ex: Self-esteem, self confidence, self motivation, individual creativity, feeling successful, personal choice making.
1 2 3 4 5	3. The understanding and use of COMMUNICATION SKILLS Ex: Reading, spelling, writing, speech development, Literature, grammar, remedial reading.
1 2 3 4 5	4. The understanding and use of INTERPERSONAL AND INTRAGROUP SKILLS Ex: Accepting others, respect for others, trusting others, friendship techniques, resolving conflict, acceptance from others.
1 2 3 4 5	5. The understanding and use of RECREATION SKILLS Ex: Physical Education, Intramurals.
1 2 3 4 5	6. The understanding and use of SCHOOL ENVIRONMENT Ex: Building, materials and supplies, Hot Lunch, transportation, breakfast, nurses, P.T.A. field trips.
1 2 3 4 5	7. The understanding and use of ATTITUDES ABOUT BECOMING A SUCCESSFUL EMPLOYEE Ex: Respect for the world of work, healthy appreciation for authority, comfort with personal strengths and weaknesses, individual decision making.
1 2 3 4 5	8. The understanding and use of INFORMATION ABOUT SOCIAL ISSUES Ex: Drug Education, minority problems, student unrest

Circle one (1) number for each statement

1 - very well, 2 - well, 3 - fair,

4 - poorly, 5 - very poorly

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

13. 1st choice is _____
14. 2nd choice is _____
15. 3rd choice is _____
16. 4th choice is _____
17. 5th choice is _____
18. 6th choice is _____
19. 7th choice is _____
20. 8th choice is _____
21. 9th choice is _____
22. 10th choice is _____
23. 11th choice is _____
24. 12th choice is _____

ELEMENTARY

9.
The understanding and use of
MATHEMATICS SKILLS
Ex: Addition, subtraction, division, multiplication, decimals, fractions.

10.
The understanding and use of
PERSONAL GOALS AROUND SOCIAL SYSTEMS AND SOCIAL INSTITUTIONS
Ex: Myself in politics, myself as a family member, myself in the school, myself and prejudice

11.
The understanding and use of
FOREIGN LANGUAGES
Ex: Spanish

12.
The understanding and use of
ARTISTIC SKILLS
Ex: Music, Band, Art

INSTRUCTIONS: Now that you have judged all (12) areas for the Elementary Section, Please indicate "how things should be" by sorting the same (12) areas in terms of the most important to the least important. Tear along the perforations until each of the (12) areas are separated. Now sort them according to your own preferences. When you have them all arranged with the most important on top

and the least important on the bottom, write in your selections on the lines numbered 13 through 26. Use the number on the area slips

5. INSTRUCTIONS: Use the same procedure in filling out the Junior High and Senior High Section as you used in the Elementary Section. First rate the areas on the left side, then tear out, sort, and write your selections on lines 40-54.

MIDDLE SCHOOL LEVEL
or
## JUNIOR HIGH SCHOOL LEVEL

Circle one (1) number for each statement

1 - very well, 2 - well, 3 - fair,

4 - poorly, 5 - very poorly

1 2 3 4 5	1. The understanding and use of INTERPERSONAL AND GROUP SKILLS Ex: Developing trust in others, respect for difference in people, techniques for friendship, how to resolve conflict, receiving respect from others.
1 2 3 4 5	2. The understanding and use of FOREIGN LANGUAGES Ex: Spanish, French
1 2 3 4 5	3. The understanding and use of ATTITUDES WHICH LEAD TO BECOMING A SUCCESSFUL EMPLOYEE Ex: Respect for the world of work, healthy appreciation for authority, comfort with aptitudes and weaknesses, personal decision making.
1 2 3 4 5	4. The understanding and use of SCHOOL ENVIRONMENT Ex: Buildings, playgrounds, materials and supplies, Hot Lunch, transportation
1 2 3 4 5	5. The understanding and use of VOCATIONAL SKILLS Ex: Woodshop, Metalshop, Plastics Drafting, Engines
1 2 3 4 5	6. The understanding and use of SOCIAL STUDIES SKILLS Ex: American History, World Government, Economics, Current Social Problems, World Cultures, Anthropology, Geography.
1 2 3 4 5	7. The understanding and use of COMMUNICATION SKILLS Ex: Reading, Speech, Literature, Journalism, Grammar, Composition, Remedial Reading

MIDDLE SCHOOL LEVEL
or
JUNIOR HIGH SCHOOL LEVEL

Circle one (1) number for each statement

1 - very well, 2 - well, 3 - fair,

4 - poorly, 5 - very poorly

8.
The understanding and use of
PERSONAL GOALS IN RELATION TO SOCIAL SYSTEMS AND INSTITUTIONS
Ex: Myself in politics, myself as a family member, myself in the school, myself and prejudice.

1 2 3 4 5

9.
The understanding and use of
SCIENCE SKILLS
Ex: General Science, Personal Health and Hygiene, Biology.

1 2 3 4 5

10.
The understanding and use of
INFORMATION ON SOCIAL ISSUES
Ex: Drug Education, minority problems, student militancy, student unrest.

1 2 3 4 5

11.
The understanding and use of
ARTISTIC SKILLS
Ex: Art, Music, Band, Chorus, Crafts.

1 2 3 4 5

12.
The understanding and use of
MATHEMATICAL SKILLS
Ex: Basic Math, Business, Math, Algebra.

1 2 3 4 5

13.
The understanding and use of
PERSONAL VALUES AND ASSETS
Ex: Developing self-esteem, self-confidence, discovering creativity, how to feel successful, personal choice-making.

1 2 3 4 5

14.
The understanding and use of
CURRICULAR ACTIVITIES
Ex: Organized sports, Pep Club, dances, publications, student organizations, plays.

1 2 3 4 5

15.
The understanding and use of
RECREATION SKILLS
Ex: Physical Education, Intra-murals.

1 2 3 4 5

40. 1st choice is ___
41. 2nd choice is ___
42. 3rd choice is ___
43. 4th choice is ___
44. 5th choice is ___
45. 6th choice is ___
46. 7th choice is ___
47. 8th choice is ___
48. 9th choice is ___
49. 10th choice is ___
50. 11th choice is ___
51. 12th choice is ___
52. 13th choice is ___
53. 14th choice is ___
54. 15th choice is ___

SENIOR HIGH LEVEL

Circle one (1) number for each statement.

1 - very well, 2 - well, 3 - fair

4 - poorly, 5 - very poorly

1 2 3 4 5	1. The understanding and use of SCIENTIFIC SKILLS Ex: General Science, Physics, Chemistry, Personal Health and Hygiene
1 2 3 4 5	2. The understanding and use of INFORMATION ABOUT SOCIAL ISSUES Ex: Drug Education, Minority Problems, Student Militancy.
1 2 3 4 5	3. The understanding and use of FOREIGN LANGUAGE SKILLS Ex: Spanish, French, German, Latin, Russian
1 2 3 4 5	4. The understanding and use of PERSONAL GOALS AROUND SOCIAL SYSTEMS AND INSTITUTIONS Ex: Myself as a family member, myself in the public school, myself and prejudice, myself as a marriage partner.
1 2 3 4 5	5. The understanding and use of ATTITUDES WHICH LEAD TO BECOMING A SUCCESSFUL EMPLOYEE Ex: Respect for the world or work, healthy appreciation for authority, comfort with personal aptitudes and weaknesses, individual decision-making.
1 2 3 4 5	6. The understanding and use of MATHEMATICAL SKILLS Ex: Basic Math, Business Math, College Preparatory, Scientific Math.
1 2 3 4 5	7. The understanding and use of INTERPERSONAL AND GROUP SKILLS Ex: Developing trust in others, developing respect for others, friendship techniques, how to resolve conflict, being involved in life.
1 2 3 4 5	8. The understanding and use of COMMUNICATION SKILLS Ex: Remedial Reading, Speech, Creative Writing, Journalism, Literature, Debate, Grammar

1 2 3 4 5

9.
The understanding and use of
VOCATIONAL SKILLS
Ex: Auto Mechanics, Drafting, Cabinet Making, Electronics, Cosmotology, Nurses Aide.

1 2 3 4 5

10.
The use and appreciation of
SCHOOL ENVIRONMENT
Ex: Buildings, materials and supplies, Hot Lunch, transportation, field trips.

1 2 3 4 5

11.
The understanding and use of
ARTISTIC SKILLS
Ex: Band, Chorus, Crafts, Ceramics

1 2 3 4 5

12.
The understanding and use of
SOCIAL SCIENCE SKILLS
Ex: American History, World History Government, Psychology, Sociology

1 2 3 4 5

13.
The understanding and use of
PERSONAL VALUES AND ASSETS
Ex: Self-esteem, self-confidence, developing self-motivation, individual creativity, feeling successful, choice-making.

1 2 3 4 5

14.
The understanding and use of
CO-CURRICULAR ACTIVITIES
Ex: Organized Sports, Pep Club, Drama Productions, dances, Publications, student organizations.

1 2 3 4 5

15.
The understanding and use of
RECREATIONAL SKILLS
Ex: Physical Education, Intra-Murals

70. 1st choice ___
71. 2nd choice ___
72. 3rd choice ___
73. 4th choice ___
74. 5th choice ___
75. 6th choice ___
76. 7th choice ___
77. 8th choice ___
78. 9th choice ___
79. 10th choice ___
80. 11th choice ___
81. 12th choice ___
82. 13th choice ___
83. 14th choice ___
84. 15th choice ___

INSTRUCTIONS: Go to the next page - follow the Instructions given for each item.

If changes in the druation and schedule of the school year could be made without additional cost, circle your preference for one of the following:

85. The length of the school year should be:
1 6 months
2 9 months
3 12 months

86. The length of the school week should be:
1 4 days
2 5 days
3 6 days

87. School buildings should be in operation with teachers on duty:
1 4 hours
2 8 hours
3 12 hours

88. Age of the child for which a formal educational program should be provided:
1 2 years of age
2 3 years of age
3 4 years of age
4 5 years of age
5 6 years of age

---- Would you favor a program which encourages students to be involved in the process of making decisions about school policies? (select one for each level)

		Strongly Favor	Favor	Undecided	Opposed	Strongly Opposed
89.	Elementary	1	2	3	4	5
90.	Junior High	1	2	3	4	5
91.	Senior High	1	2	3	4	5

---- Would you favor a program in the understanding and use of information about sex education? (Select one for each level

		Strongly Favor	Favor	Undecided	Opposed	Strongly Opposed
92.	Elementary	1	2	3	4	5
93.	Junior High	1	2	3	4	5
94.	Senior High	1	2	3	4	5

---- Indicate your opinion on the qeustion of how student achievement should be reported.

95. Elementary - letter grades 1 Develop other way 2
96. Junior High - letter grades 1 Develop other way 2
97. Senior High - letter grades 1 Develop other way 2

---- Indicate your opinion about a program in the understanding and use of information about religions. (Circle one for each level)

		Strongly Favor	Favor	Undecided	Opposed	Strongly Opposed
98.	Elementary	1	2	3	4	5
99.	Junior High	1	2	3	4	5
100.	Senior High	1	2	3	4	5

SCHOOL SENTIMENT INDEX

SECTION II

SCHOOL SENTIMENT INDEX

Description and Rationale

In this inventory, students responded by marking "true" or "untrue" to a series of statements regarding school. These responses indicated whether or not the statement was true or untrue for the individual student. The statements involved student perceptions of, or attitudes toward, various aspects of school, rather than a mere objective reporting of these aspects.

This self-report device attempted to secure, in a rather straightforward fashion, a student's responses to statements pertaining to five aspects of attitude or perceptions toward school. Examples of each dimension (for which subscale scores were obtained) are: (1) Teacher: "My teacher makes sure I always understand what she wants me to do." (mode of instruction); "My teacher treats me fairly." (authority and control); "I like my teacher." (interpersonal relationships). (2) Learning: "I would rather learn a new game than play one I already know." (3) School social structure and climate: "The principal of my school is friendly toward the children." (4) Peer: "I really like working with the other children in my class." (5) General: "I often get headaches at school."

Administration of Index

1. The entire 75 items of the School Sentiment Index were read to the students.

2. All fourth grade students in the district were administered the index with the exception of students at Bertha Heid and Western Hills. A random sample was selected from students at Bertha Heid and Western Hills. Ninety-eight were selected at Bertha Heid and ninety were selected at Western Hills.

3. The index was administered in groups of approximately 30 students at a time.

Interpretation of Results

The results of the index are listed by area and by individual question. Each area and individual question has listed after it a satisfaction index, a ranking, a range of satisfaction and a district satisfaction index. Where two numbers are shown, identical results occurred.

1. The Satisfaction Index is the percentage of students who answered that particular question in the positive direction. This means that if a question should be answered "untrue" to indicate a positive attitude, the satisfaction index is the percentage of students answering that question "untrue".

Further, the higher the satisfaction index, the more positive are students' attitudes. Whether a particular question should be answered "true" or "untrue" in order to indicate a positive attitude should be evident by reading the question.

2. The Ranking indicates where your school ranks in comparison with the other elementary schools on each question, in each area and for the total index. There were six schools whose students were administered the index. This means that a particular school can have a ranking of from one to six on each question, area and on the total index.

3. The Range of Satisfaction indicates the highest and lowest percentage for each question, area and on the total index.

4. The District Satisfaction Index indicates the percentage of satisfaction averaged over the six schools for each question, area and on the total index.

SCHOOL SENTIMENT INDEX

	A			F			E			G			C			D			DISTRICT		
N =	43	55	98	30	28	58	38	20	58	41	49	90	32	25	57	22	23	45	206	200	406
Teacher: Mode of Instruction:	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
2. My teacher always tells me when she is pleased with my work.	70	67	68	85	71	78	53	35	47	85	92	88	56	76	65	68	70	69	69	67	68
8. My teacher gives me work that is too hard.	88	78	83	85	86	84	82	65	76	59	69	64	72	88	79	50	78	64	74	77	75
10. My teacher seldom tells me whether my work is good or bad.	40	55	48	55	21	33	29	15	24	32	49	41	41	24	33	36	18	42	38	40	39
16. My teacher gives me work that is too easy.	63	64	63	80	75	76	66	55	62	66	84	76	69	76	72	59	70	64	67	72	69
18. My teacher tries to make school interesting to me.	72	73	72	73	93	83	68	60	66	93	90	91	75	80	77	86	91	89	78	82	80
24. My teacher does not give me enough time to finish my work.	58	49	53	70	71	71	55	45	50	68	63	66	66	92	77	55	74	61	62	64	63
26. In school I have to remember too many facts.	37	49	44	63	61	62	50	40	47	39	37	58	50	68	58	18	51	38	44	50	47
32. My teacher makes sure I always understand what she wants me to do.	60	75	68	80	75	78	55	55	55	76	80	78	72	88	79	77	87	82	69	77	73
39. I get tired of hearing my teacher talk all the time.	23	60	44	57	50	53	26	30	28	41	49	46	41	72	54	41	52	47	37	54	45
51. My teacher grades me fairly.	72	76	74	77	68	72	74	85	78	68	78	73	75	88	81	82	96	89	74	80	77

SCHOOL SENTIMENT INDEX

	A			F			E			G			C			D			DISTRICT		
N =	43	55	98	30	28	58	38	20	58	41	49	90	32	25	57	22	23	45	206	200	406
Mode of Instruction:	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
62. My teacher is often too busy to help me when I need help.	49	56	(53)	57	64	(60)	39	50	(43)	37	43	(40)	56	72	(63)	45	70	(58)	47	57	(52)
66. My teacher usually explains things too slowly.	63	62	(62)	73	79	(76)	53	40	(48)	51	69	(61)	53	68	(60)	55	65	(60)	58	65	(61)
74. We change from one subject to another too often in my class.	44	47	(46)	70	64	(67)	47	50	(48)	46	59	(53)	81	76	(88)	55	78	(67)	56	63	(59)
Area Total	57	62	(60)	71	68	(69)	54	48	(52)	58	66	(63)	62	76	(68)	56	72	(64)	59	65	(62)
Rank			5			1			6			4			2			3			

SCHOOL SENTIMENT INDEX

	A			F			E			G			C			D			DISTRICT		
N =	43	55	98	30	28	58	38	20	58	41	49	90	32	25	57	22	23	45	206	200	406
Authority and Control:	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
6. In our class, we often get a chance to make decisions together.	58	67	63	50	50	50	47	40	45	66	63	64	63	74	68	50	57	53	56	61	59
23. I get as many chances as other children to do special jobs in my classroom.	47	56	52	50	50	50	32	30	31	44	47	46	59	64	61	55	87	71	47	55	51
31. My teacher treats me fairly.	58	76	68	80	82	81	61	70	64	68	80	74	75	100	86	59	83	71	67	81	74
35. I'm afraid to tell my teacher when I don't understand something.	56	47	51	50	61	55	53	60	55	61	67	64	41	68	53	64	61	62	54	60	57
38. My teacher unfairly punishes the whole class.	37	36	37	47	43	45	37	25	33	32	45	39	50	10	16	23	56	40	38	41	39
43. My teacher scares me.	72	69	70	53	68	60	74	60	70	78	86	82	59	81	70	64	70	67	68	74	71
49. My teacher is mean.	56	85	72	77	86	81	53	65	57	59	76	68	63	72	75	59	81	70	60	82	71
53. I feel like my teacher doesn't like me when I do something wrong.	35	45	41	43	46	45	32	20	28	24	31	28	41	60	49	50	57	53	36	43	39
58. When I do something wrong, my teacher corrects me without hurting my feelings.	58	55	56	57	61	59	61	65	62	44	71	59	63	84	72	50	61	56	55	65	60
61. I know what my teacher expects of me.	72	82	78	80	64	72	74	65	71	59	73	61	53	64	58	68	78	73	67	73	70

SCHOOL SENTIMENT INDEX

	A			F			E			G			C			D			DISTRICT		
N =	43	55	98	30	28	58	38	20	58	41	49	90	32	25	57	22	23	45	206	200	406
Authority and Control:	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
64. My teacher does not scare the children.	53	53	53	30	36	33	50	40	47	54	67	61	66	68	67	59	70	64	52	57	54
72. My teacher bosses the children around.	42	45	44	57	46	52	26	15	33	34	39	57	41	76	56	64	61	62	42	50	46
73. The children in my class nearly always obey the teacher.	37	51	45	47	32	10	24	25	24	44	63	54	47	64	54	50	61	56	40	52	46
Area Total	52	59	56	55	56	56	48	47	47	51	62	57	55	72	63	55	68	62	52	61	57
Rank			4/5			4/5			6			3			1			2			

SCHOOL SENTIMENT INDEX

	A			F			E			G			C			D			DISTRICT		
N =	43	55	98	30	23	58	38	20	58	41	49	90	32	25	57	22	23	45	206	200	406
Inter-personal Relationship of Teachers to Pupils:	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
3. My teacher is interested in the things I do outside school.	09	13	11	20	25	22	18	10	16	12	20	17	25	24	25	18	07	13	17	17	17
11. My teacher listens to what I have to say.	58	76	68	10	19	74	66	60	64	56	74	66	69	76	81	59	83	71	63	76	70
20. My teacher does not care about me.	72	75	74	80	79	71	74	65	72	76	90	83	88	76	91	82	76	59	78	83	80
28. My teacher doesn't understand me.	61	58	59	60	86	72	50	50	50	73	74	73	72	88	79	64	76	80	63	73	68
41. I wish my class could have this teacher next year.	44	62	54	60	61	60	47	25	70	44	63	54	59	60	60	64	57	60	52	58	54
47. My teacher is not very friendly with the children.	61	76	72	70	86	78	45	55	77	68	69	69	59	92	74	68	91	80	63	78	70
56. My teacher likes some children better than others.	21	29	26	41	36	41	16	20	17	27	39	33	19	56	35	32	48	40	26	37	31
75. I like my teacher.	63	81	77	83	93	88	55	75	62	78	90	84	88	76	91	73	100	87	72	90	81
Area Total	49	60	55	61	68	64	46	45	46	54	65	60	60	76	67	57	72	65	54	64	59
Rank			5			3			6			4			1			2			

SCHOOL SENTIMENT INDEX

	A			F			E			G			C			D			DISTRICT		
N =	43	55	98	30	28	58	38	20	58	41	49	90	32	25	57	22	23	45	206	200	406
School-Social Structure and Climate:	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
5. This school is like a jail.	56	75	66	70	68	69	42	65	50	66	88	78	66	92	77	64	91	30	60	80	70
7. I often feel rushed and nervous in school.	44	53	49	35	43	38	53	85	64	63	49	56	56	64	60	50	61	56	50	56	53
13. I follow the rules at school.	51	73	63	40	57	48	42	80	56	63	90	78	66	72	77	77	83	30	55	79	67
14. There are many different activities at school from which I can choose what I would like to do.	37	56	48	45	50	47	50	20	38	54	59	57	56	36	47	11	70	30	52	52	52
15. When I do something wrong at school, I know I will get a second chance.	37	47	43	33	39	38	40	30	36	34	31	32	44	64	53	36	57	47	37	44	40
22. The principal of my school is friendly toward the children.	44	64	55	41	46	47	76	75	73	95	100	78	78	72	84	77	74	76	70	76	73
30. The principal's main job is to punish children.	56	67	62	75	75	74	71	60	61	63	80	72	63	76	68	50	65	58	65	72	67
37. I get scared when I have to go to the office at school.	40	35	36	40	25	33	55	15	41	44	31	37	34	52	44	54	35	41	41	33	38
45. When I have a problem on the playground at recess, I know I can find a nice teacher to help me.	28	64	48	40	68	64	37	10	33	39	76	57	56	72	63	36	83	60	42	63	55
50. I am embarrassed to be in the class I'm in.	49	76	78	85	93	38	71	80	74	93	94	93	72	92	81	36	81	37	31	81	83

SCHOOL SENTIMENT INDEX

	A			F				E		G				C			D		DISTRICT		
N =	43	55	98	30	28	58	38	20	58	41	49	90	32	25	57	22	23	45	206	200	406
School-Social Structure and Climate:	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
54. There are too many children in my class.	63	71	61	33	93	33	58	30	[illegible]	63	69	67	69	38	77	46	37	[illegible]	64	79	71
60. I have to share books with other children too often at school.	70	78	75	30	93	86	68	70	[illegible]	49	61	57	78	88	83	32	87	31	69	79	74
65. I often feel lost at school.	56	56	56	61	32	71	55	75	62	71	69	70	75	38	81	52	65	73	66	70	68
67. There's no privacy at school.	19	31	26	23	29	26	29	20	26	29	27	28	31	61	46	32	61	47	27	36	31
59. At school other people really care about me.	61	69	68	30	32	31	52	20	22	34	39	37	47	61	54	36	57	33	42	48	45
71.. I would rather eat lunch at home than at school.	42	60	52	13	64	53	45	15	15	42	45	13	15	36	23	55	57	56	39	52	46
Area Total	49	61	56	55	60	57	51	53	52	56	63	60	54	43	64	60	69	64	54	63	58
Rank			5			4			6			3			1/2			1/2			

SCHOOL SENTIMENT INDEX

	A			F			E			G			C			D			DISTRICT		
N =	43	55	98	30	28	58	38	20	58	41	49	90	32	25	57	22	23	45	206	200	406
Learning:	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
27. I like to do school work at home in the evenings.	21	20	20	17	39	27	26	50	35	29	57	44	38	56	46	32	44	33	27	42	34
34. I would rather learn a new game than play one I already know.	72	76	75	50	64	57	77	30	71	77	90	83	75	64	70	64	65	64	72	76	73
42. I like trying to work difficult puzzles.	61	66	63	61	75	71	68	50	62	78	59	68	88	84	86	77	61	69	72	66	69
48. The biggest reason I come to school is to learn.	74	84	80	37	86	36	74	75	74	85	88	87	91	76	73	77	96	83	83	81	85
57. I feel unhappy if I don't learn something new in school each day.	37	44	41	35	32	33	37	35	36	24	16	20	31	32	32	46	52	49	34	34	34
70. I would rather get books for my birthday than toys or clothes.	14	29	22	20	21	21	24	35	28	12	20	17	13	24	18	32	35	33	18	27	22
Area Total	47	53	50	46	53	49	51	54	52	51	55	53	56	59	57	51	59	58	51	55	53
Rank			5			6			4			3			2			1			

SCHOOL SENTIMENT INDEX

		A			F			E			G			C			D			DISTRICT		
	N =	43	55	98	30	23	68	38	20	58	41	49	90	32	25	57	22	23	45	206	200	406
Peer:		Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
1.	Other children bother me when I'm trying to do my school work.	14	33	38	41	46	41	53	40	45	37	25	30	38	56	46	29	22	26	40	35	37
9.	Other children often get me into trouble at schools.	40	55	48	17	64	53	42	20	33	22	41	32	16	64	37	32	57	44	33	51	42
17.	I often must do what my friends want me to do.	77	76	77	33	72	78	68	60	66	78	78	75	53	42	61	77	61	61	73	72	72
25.	The other children in my class are not friendly toward me.	77	69	72	31	39	38	68	65	61	68	61	68	63	88	74	75	78	76	72	75	73
33.	I really like working with the other children in my class.	74	31	82	67	79	72	74	60	69	68	59	63	72	38	77	59	78	69	70	76	73
40.	School is a good place for making friends.	79	80	80	31	93	90	79	80	80	83	80	81	88	100	93	86	91	81	83	86	84
46.	I don't like most of the children in my class.	72	61	69	77	64	71	66	35	55	44	59.	52	56	48	61	75	74	75	64	63	63
52.	I think a new child could make friends easily in my class.	77	86	82	73	39	81	50	50	73	63	71	68	59	80	68	75	78	76	66	76	70
55.	When a new child comes into our class, my friends and I try very hard to make him or her feel happy.	86	91	89	60	57	59	50	35	62	59	86	73	78	38	53	75	91	82	68	84	76
68.	Older children often boss my friends and me around at my school.	35	29	32	20	14	17	21	15	14	20	20	20	13	28	19	32	22	27	23	23	23
	Area Total	66	67	67	65	67	66	57	54	56	54	59	57	53	73	62	59	65	62	59	64	62
	Rank			1			2			6			5			3/4			3/4			

SCHOOL SENTIMENT INDEX

	A			F			E			G			C			D			DISTRICT		
N =	43	55	98	30	23	53	38	20	58	41	49	90	32	25	57	22	23	45	206	200.	406
General:	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
4. Each morning I look forward to coming to school.	26	49	39	50	68	59	55	70	[illegible]	61	61	61	78	76	72	[illegible]	71	51	55	65	60
12. It is hard for me to stay happy at school.	51	55	55	70	71	71	47	50	75	66	59	62	56	76	[illegible]	[illegible]	61	56	51	61	59
19. I try to do my best in school.	71	81	90	85	96	[illegible]	82	70	85	90	96	73	97	100	76	76	96	76	81	94	92
21. School gives me a stomachache.	56	61	62	15	39	21	55	15	[illegible]	71	81	78	69	76	31	56	96	75	65	32	72
29. I often get headaches at school.	42	58	51	37	50	45	47	35	43	56	57	57	50	64	52	32	61	47	45	56	50
36. I feel good when I'm at school.	30	49	40	56	71	60	34	45	35	32	59	47	41	65	53	56	74	62	38	60	49
44. I like to stay home from school.	28	55	43	45	75	59	21	60	35	24	39	32	31	38	56	32	65	48	35	60	47
59. I like school better than my friends do.	37	56	48	40	52	36	37	55	45	15	41	29	41	40	40	56	74	62	35	49	42
63. I want to be a very good student.	84	93	89	70	96	83	92	35	70	78	96	88	86	96	91	71	33	81	86	93	89
Area Total	49	63	57	60	72	64	52	63	56	55	66	61	61	78	68	64	78	71	56	69	62
Rank			5			3			6			4			2			1			
GRAND TOTAL (Scales Combined)	53	61	57	59	63	61	52	52	52	55	65	59	58	73	64	59	69	61	55	65	59
Ranking			5			3			6			4			1/2			1/2			

STANDARDIZED TEST RESULTS

SECTION III

DAVIS READING TEST

MAPLETON PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 1 ADAMS COUNTY

Davis Test Results
Grade 8

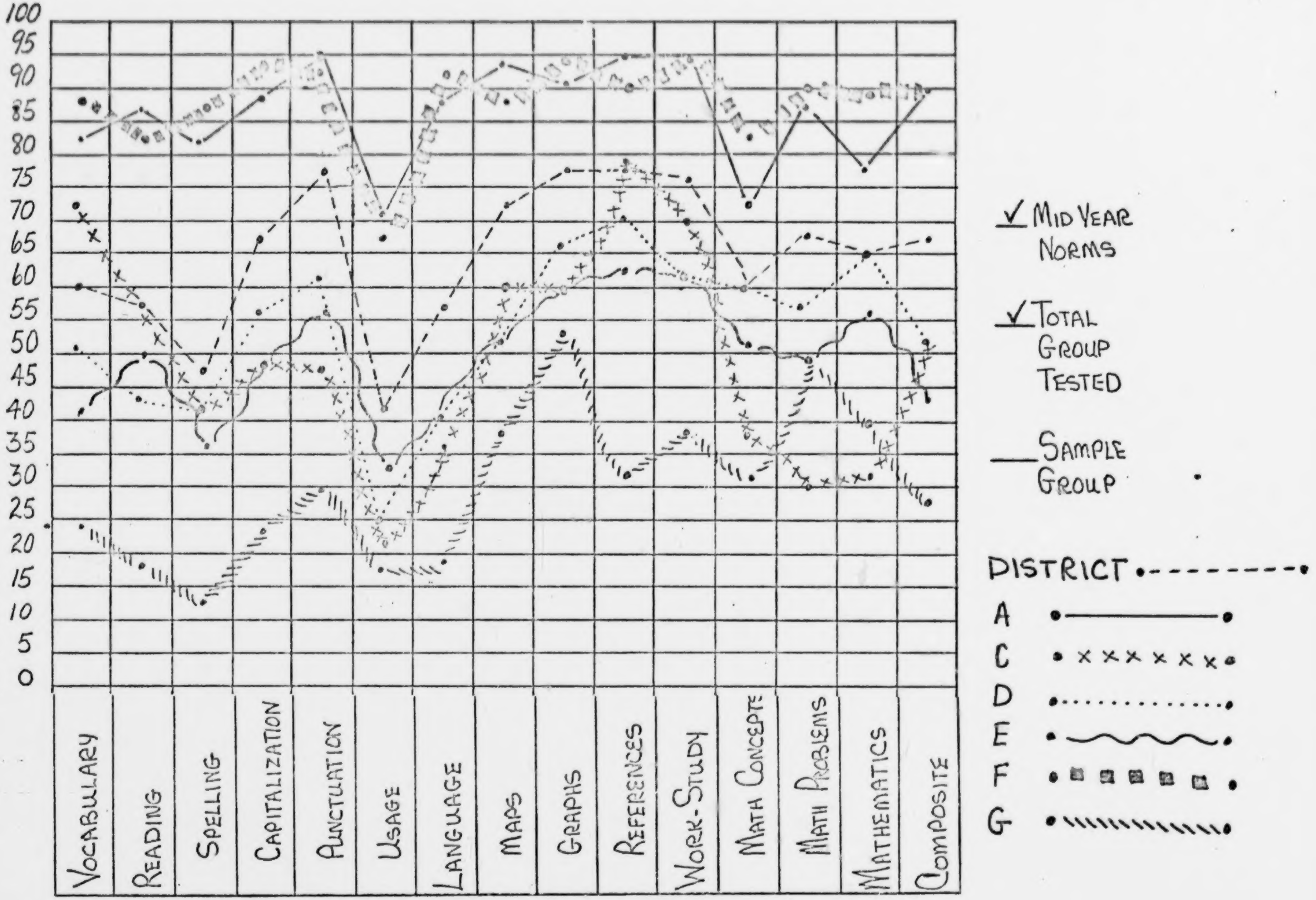
	1970-71		1971-72	
Top quartile 75th percentile or higher	149/502	29.7%	162/531	30.5%
Second quartile 50th percentile or higher	172/502	34.3%	174/531	32.8%
At 50th percentile or higher		64.0%		63.3%
Third quartile 25th percentile or higher	83/502	16.5%	81/531	15.3%
Bottom quartile 0-24th percentile	98/502	19.5%	114/531	21.4%
Below 50th percentile		36.0%		36.7%

DISTRICT

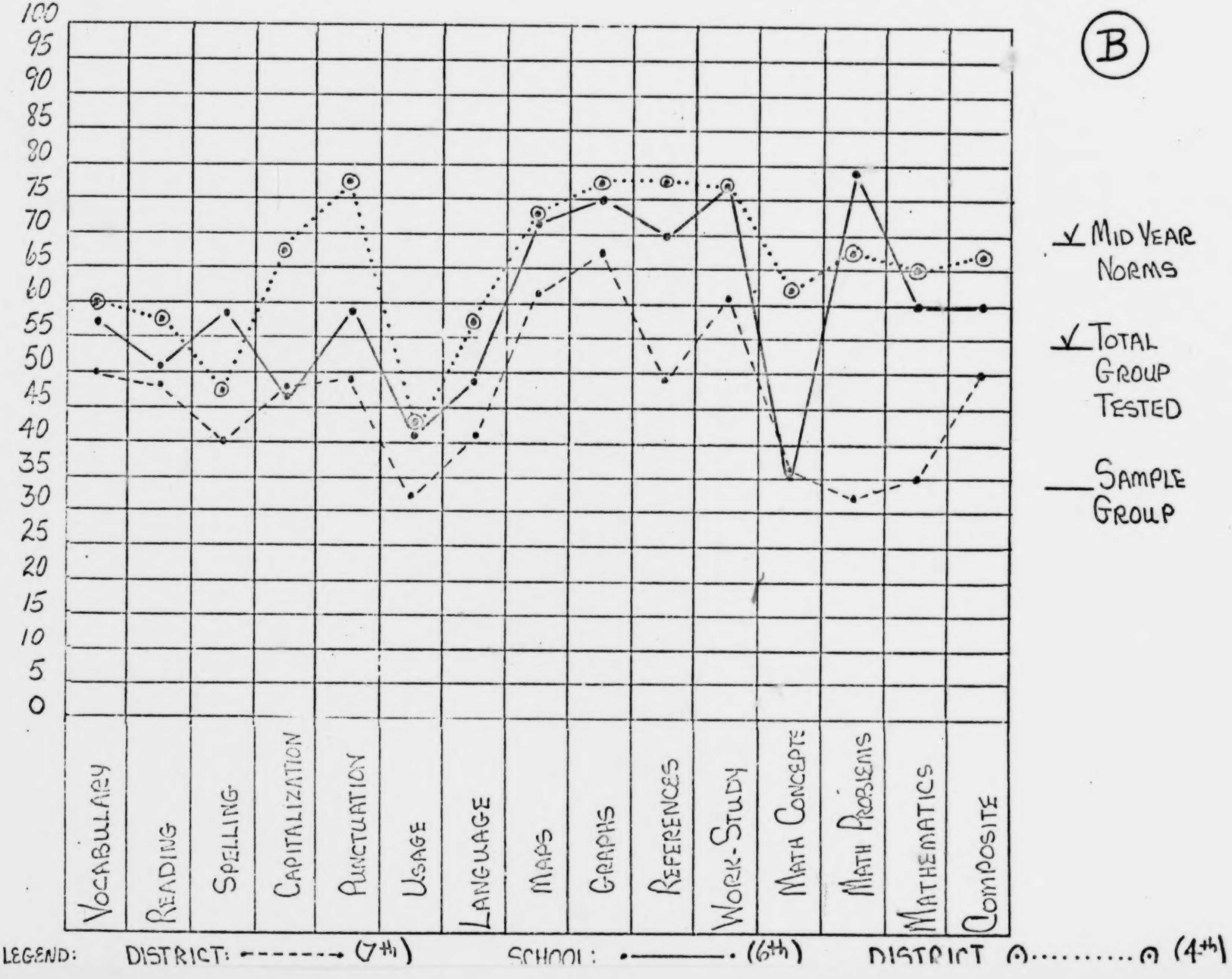
IOWA TEST OF

BASIC SKILLS

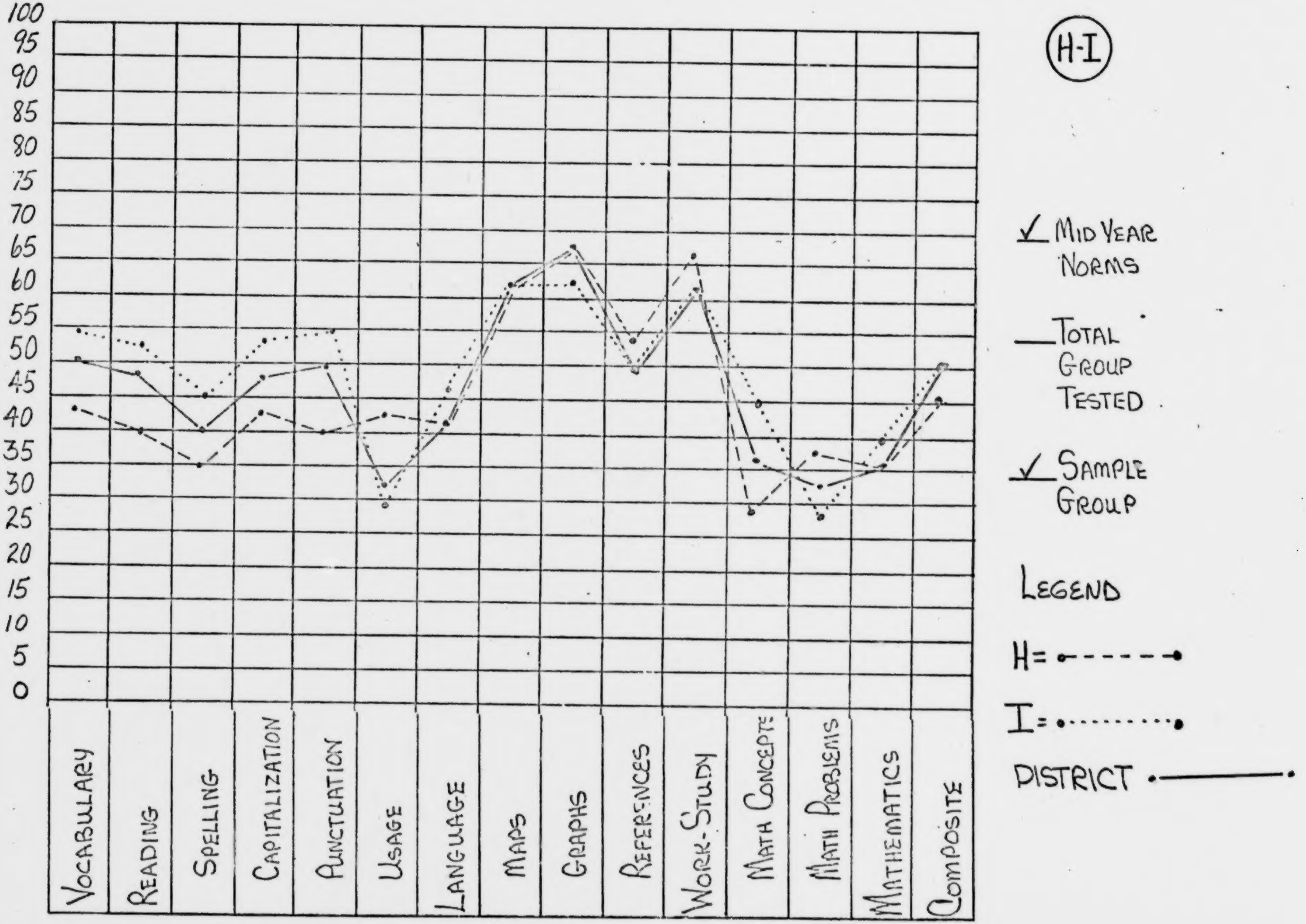
1971-72 DISTRICT I.T.B.S. RESULTS GRADE: 4



1971-72 DISTRICT I.T.B.S. RESULTS GRADE: 6



1971-72 DISTRICT I.T.B.S. RESULTS GRADE: 7



✓ Mid Year Norms

— Total Group Tested

✓ Sample Group

NAME ____________ GRADE ____ SEX ____ AGE ____
Last First Middle Years Months

SCHOOL ____________

TEACHER ____________

	Raw Score	%ile Rank
VOCABULARY		
PARAGRAPH		
TOTAL		

The Nelson

READING TEST

REVISED EDITION

VOCABULARY • PARAGRAPH COMPREHENSION

Grades 3-9

©

SELF-MARKING ANSWER SHEET

M. J. NELSON, PH.D., LL.D.

DEAN EMERITUS, STATE COLLEGE OF IOWA • CEDAR FALLS, IOWA

HOUGHTON MIFFLIN COMPANY • BOSTON
NEW YORK • ATLANTA • GENEVA, ILL. • DALLAS • PALO ALTO

[illegible]

NELSON TEST RESULTS

DISTRICT - GRADE 3

Post-Test

VOCABULARY		COMPREHENSION		TOTAL	
REMEDIAL OR BELOW	AT OR ABOVE	REMEDIAL OR BELOW	AT OR ABOVE	REMEDIAL OR BELOW	AT OR ABOVE
18.0	82.0	23.8	76.1	19.2	80.7
		RANGE OF RESULTS			
33.3	66.7	41.2	58.8	35.3	64.7
29.4	70.6	35.7	64.3	31.3	68.6
27.9	72.1	35.3	64.7	31.0	69.0
20.5	79.5	29.6	70.4	20.5	79.5
11.1	88.9	14.1	85.9	10.7	89.3
0	99.9	8.0	92.0	3.2	96.8

No Pre-Test Results Available

MAPLETON PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 1, ADAMS COUNTY
591 East 80th Avenue
Denver, Colorado 80229

Report to the Board on Nelson Reading Test Results - 3rd Year

The Nelson Reading Test was administered as a pre-test to a sample of the district third graders in mid-September. A different form was administered to all district third graders as a post-test during the last two weeks of April. The following resultant data is offered for your information.

Post-test: Number of students tested - 572

Actual grade equivalent of students at the time of testing - 3rd year 8th month (3.8)

RESULTS:

One hundred and ten students (19.2%) achieved a grade equivalent score of 3.1 or lower. We arbitrarily classified these students as "remedial" or "below grade level".

One hundred and sixty-three students (28.5%) achieved grade equivalent scores ranging from 3.2 to 4.1. These students were arbitrarily classified as being "at grade level".

Two hundred and ninety-nine students (52.2%) achieved a grade equivalent score of 4.2 or higher. These students were arbitrarily classified as being "above grade level".

Comparative data was available on 350 students or 61% of the post-test group. These students made an average percentile gain of 28 points between the pre and the post test. They made an average grade equivalency gain of 1 year and 2 months between the two tests. This figure should be compared to the expected grade equivalency gain of 7 months, the actual length of instructional time elasped between the administration of the pre and the post-test.

NELSON TEST RESULTS

DISTRICT - GRADE 4

Pre-Test

VOCABULARY		COMPREHENSION		TOTAL	
REMEDIAL OR BELOW 24.5	AT OR ABOVE 75.5	REMDIAL OR BELOW 40.9	AT OR ABOVE 59.1	REMEDIAL OR BELOW 32.0	AT OR ABOVE 68.0
		RANGE OF RESULTS			
49.3	50.7	70.9	29.0	62.4	37.7
36.2	63.7	55.2	44.8	46.6	53.4
25.8	74.2	40.3	59.7	32.2	67.7
19.4	80.7	40.3	59.7	29.0	71.0
10.9	89.0	24.8	75.1	15.1	84.9
10.6	89.3	16.4	83.6	12.7	87.3

NELSON TEST RESULTS

DISTRICT - GRADE 4 Post-Test

VOCABULARY		COMPREHENSION		TOTAL	
REMEDIAL OR BELOW 19.3	AT OR ABOVE 80.6	REMEDIAL OR BELOW 29.8	AT OR ABOVE 70.1	REMEDIAL OR BELOW 23.6	AT OR ABOVE 76.4
		RANGE OF RESULTS			
38.1	61.9	41.3	58.7	40.6	59.4
27.9	72.0	33.8	66.2	29.4	70.6
23.6	76.4	30.9	69.1	25.5	74.5
15.3	84.7	25.5	74.5	18.7	81.3
8.5	91.5	23.6	76.3	13.9	86.1
6.7	93.3	22.0	78.0	11.9	88.1

MAPLETON PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 1, ADAMS COUNTY
George DiTirro, Superintendent

Report to the Board on Nelson Reading Test Results - 4th Year

The Nelson Reading Test was administered as a pre-test to all of the district fourth graders in mid-September. A different form of the test was administered to the same group as a post-test during the last two weeks of April. The following resultant data is offered for your information.

Pre-test: Number of students tested - 600
Post-test: Number of students tested - 620

RESULTS:

Pre-test - One hundred and ninety-two students (32.0%) achieved a grade equivalent score of 3.5 or lower. These students were arbitrarily classified as "remedial" or "below grade level".

Post-test - One hundred and forty-six students (23.6%) achieved a grade equivalent score of 4.1 or lower. These students were arbitrarily classified as "remedial" or "below grade level".

Pre-test - One hundred and forty-four students (24.0%) achieved grade equivalent scores ranging from 3.6 to 4.5. These students were arbitrarily classified as being "at grade level".

Post-test - Two hundred and forty-two students (39.0%) achieved grade equivalent scores ranging from 4.2 to 5.1. These students were arbitrarily classified as being "at grade level".

Pre-test - Two hundred and sixty-four students (44%) achieved a grade equivalent score of 4.6 or higher. These students were arbitrarily classified as being "above grade level".

Post-test - Two hundred and thirty-two students (37.4%) achieved a grade equivalent score of 5.2 or higher. These students were arbitrarily classified as being "above grade level".

Summary	Pre	Post
Remedial or Below grade level	32.0%	23.6%
At grade level	24.0%	39.0%
Above grade level	44.0%	37.4%

Comparative data was available on 569 students or 92% of the post-test group. These students made an average percentile gain of 16 points between the pre and the post test. They made an average grade equivalency gain of .7 months. This figure corresponds to the expected grade equivalency gain. Seven months was the actual length of instructional time which elasped between the administration of the pre-test and the post-test.

NELSON TEST RESULTS

DISTRICT - GRADE 5

Pre-Test

VOCABULARY		COMPREHENSION		TOTAL	
REMEDIAL OR BELOW	AT OR ABOVE	REMEDIAL OR BELOW	AT OR ABOVE	REMEDIAL OR BELOW	AT OR ABOVE
26.3	73.7	44.4	55.6	31.4	68.5
		RANGE OF RESULTS			
45.8	54.1	63.6	36.3	52.0	48.0
33.4	66.6	51.8	48.2	41.0	59.0
32.8	67.2	50.8	49.2	35.2	68.8
25.0	75.0	38.6	61.3	31.8	68.2
17.0	83.0	35.0	65.0	20.1	79.9
13.6	86.4	24.5	75.5	11.3	88.7

NELSON TEST RESULTS

DISTRICT - GRADE 5 Post-Test

VOCABULARY		COMPREHENSION		TOTAL	
REMEDIAL OR BELOW 33.0	AT OR ABOVE 66.9	REMEDIAL OR BELOW 45.5	AT OR ABOVE 54.5	REMEDIAL OR BELOW 38.1	AT OR ABOVE 61.8
		RANGE OF RESULTS			
47.0	53.0	71.4	28.6	53.2	46.9
44.8	55.2	49.3	50.7	47.8	52.2
43.4	56.6	45.7	54.3	43.4	56.6
36.9	63.1	44.8	55.1	39.6	60.3
27.6	72.4	39.8	60.1	33.9	66.1
12.7	87.3	36.4	63.6	18.2	81.8

MAPLETON PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 1, ADAMS COUNTY
George DiTirro, Superintendent

Report to the Board on Nelson Reading Test Results - 5th Year

The Nelson Reading Test was administered as a pre-test to all of the district fifth graders in mid-September. A different form of the test was administered to the same group as a post-test during the last two weeks of April. The following resultant data is offered for your information.

Pre-test: Number of students tested - 601
Post-test: Number of students tested - 596

RESULTS:

Pre-test - One hundred and eighty-nine students (31.4%) achieved a grade equivalent score of 4.5 or lower. These students were arbitrarily classified as "remedial" or "below grade level".

Post-test - Two hundred and twenty-seven students (38.1%) achieved a grade equivalent score of 5.1 or lower. These students were arbitrarily classified as "remedial" or "below grade level".

Pre-test - Two hundred and ten students (34.9%) achieved grade equivalent scores ranging from 4.6 to 5.5. These students were arbitrarily classified as being "at grade level".

Post-test - One hundred and sixty-five students (27.6%) achieved grade equivalent scores ranging from 5.2 to 6.1. These students were arbitrarily classified as being "at grade level".

Pre-test - Two hundred and two students (33.6%) achieved a grade equivalent score of 5.6 or higher. These students were arbitrarily classified as being "above grade level".

Post-test - Two hundred and four students (34.2%) achieved a grade equivalent score of 6.2 or higher. These students were arbitrarily classified as being "above grade level".

Summary	Pre	Post
Remedial or Below grade level	31.4%	38.1%
At grade level	34.9%	27.6%
Above grade level	33.6%	34.2%

Comparative data was available on 565 students or 95% of the total post-test gorup. These students made an average percentile gain of 8 points between the pre and the post test. They made an average grade equivalency gain of .9 months. This figure should be compared to the expected grade equivalency gain of 7 months the actual instructional time elasped between the administration of the pre and the post test.

NELSON TEST RESULTS

DISTRICT - GRADE 6 Post-Test

VOCABULARY		COMPREHENSION		TOTAL	
REMEDIAL OR BELOW	AT OR ABOVE	REMEDIAL OR BELOW	AT OR ABOVE	REMEDIAL OR BELOW	AT OR ABOVE
40.3	59.6	49.1	50.9	44.5	55.5
		RANGE OF RESULTS			
70.8	29.2	58.5	41.5	55.8	34.2
39.8	60.2	51.9	48.1	43.2	56.7
39.5	60.5	48.3	51.7	42.9	57.1
35.2	64.8	47.0	53.0	42.5	57.5

No Pre-Test Results Available

MAPLETON PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 1, ADAMS COUNTY
591 East 80th Avenue
Denver, Colorado 80229

Report to the Board on Nelson Reading Test Results - 6th Year

The Nelson Reading Test was administered as a pre-test to a sample of the district sixth graders in mid-September. A different form was administered to all district sixth graders as a post-test during April. The following resultant data is offered for your information.

Post test: Number of students tested - 585

Actual grade equivalent of students at the time of testing - 6th year 8th month (6.8)

RESULTS:

Two hundred and sixty students (43.5%) achieved a grade equivalent score of 6.1 or lower. These students were arbitrarily classified as "remedial" or "below grade level".

Eighty students (13.7%) achieved grade equivalent scores ranging from 6.2 to 7.1. These students were arbitrarily classified as being "at grade level".

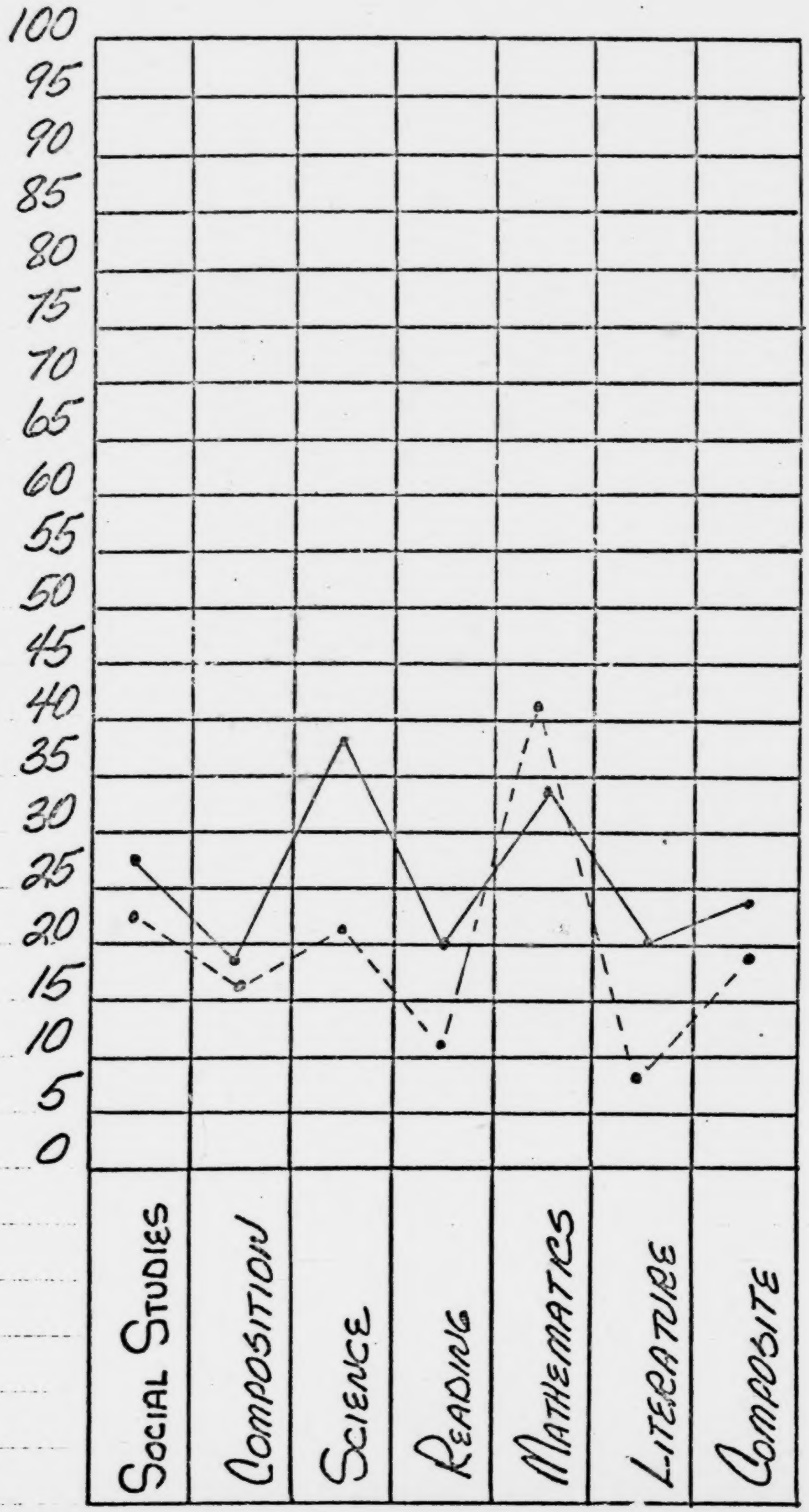
Two hundred and forty-five students (41.8%) achieved a grade equivalent score of 7.2 or higher. These students were arbitrarily classified as being "above grade level".

Comparative data was available on 311 students or 53% of the post-test group. These students made an average percentile gain of 11 points between the pre and the post-tests. They made an average grade equivalency gain of .8 months. This figure should be compared to the expected grade equivalency gain of 7 months-the actual instructional time elasped between the administration of the pre and the post-test.

TESTS OF

ACADEMIC PROGRESS

T.A.P. RESULTS 1971-72



J-K

SCHOOL CODE

✓ SAMPLE

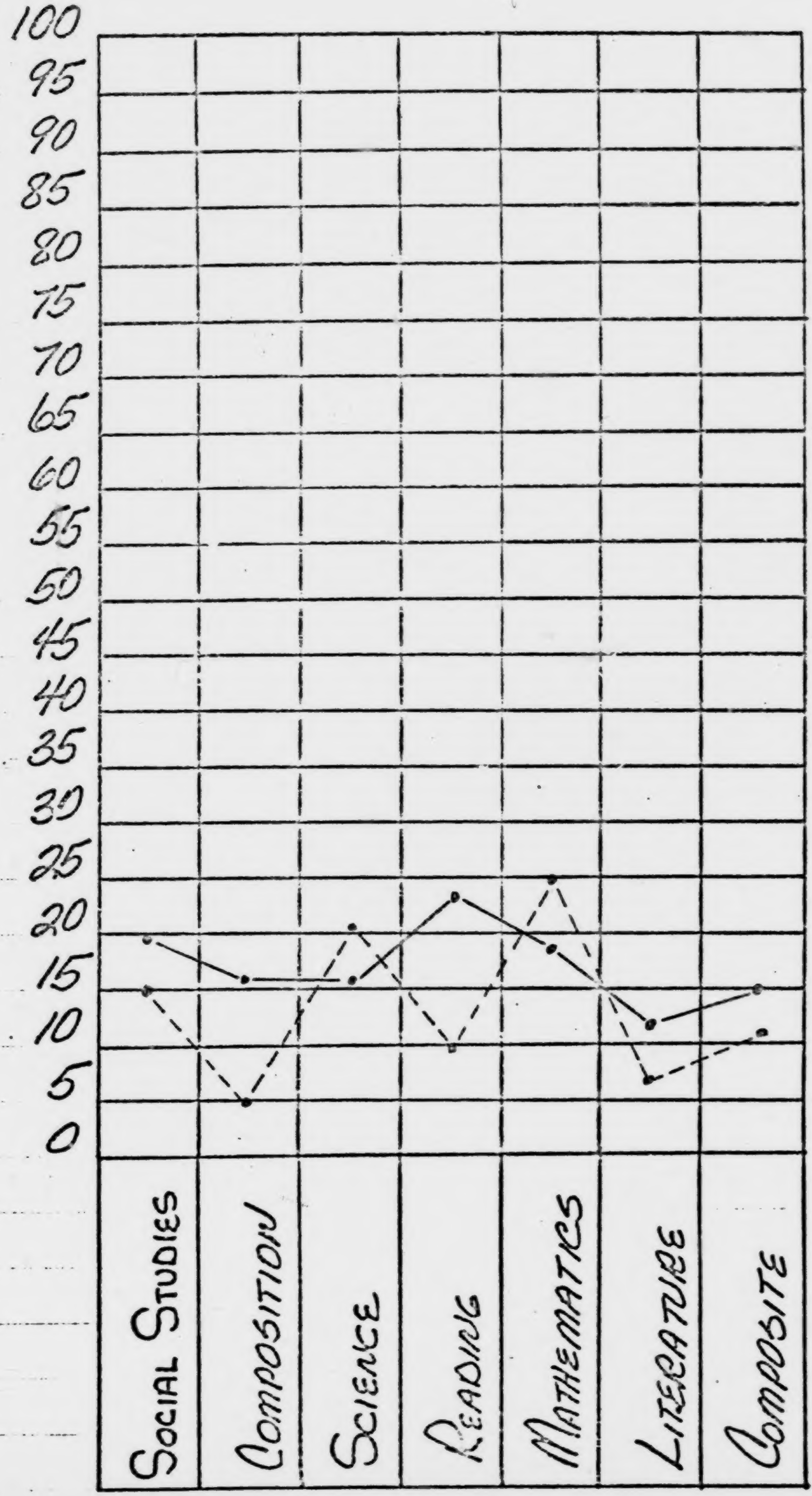
10TH GRADE

LEGEND

J = ●————●

K = ●- - - - - -●

T. A. P. RESULTS 1971-72



J-K

SCHOOL CODE

✓ SAMPLE

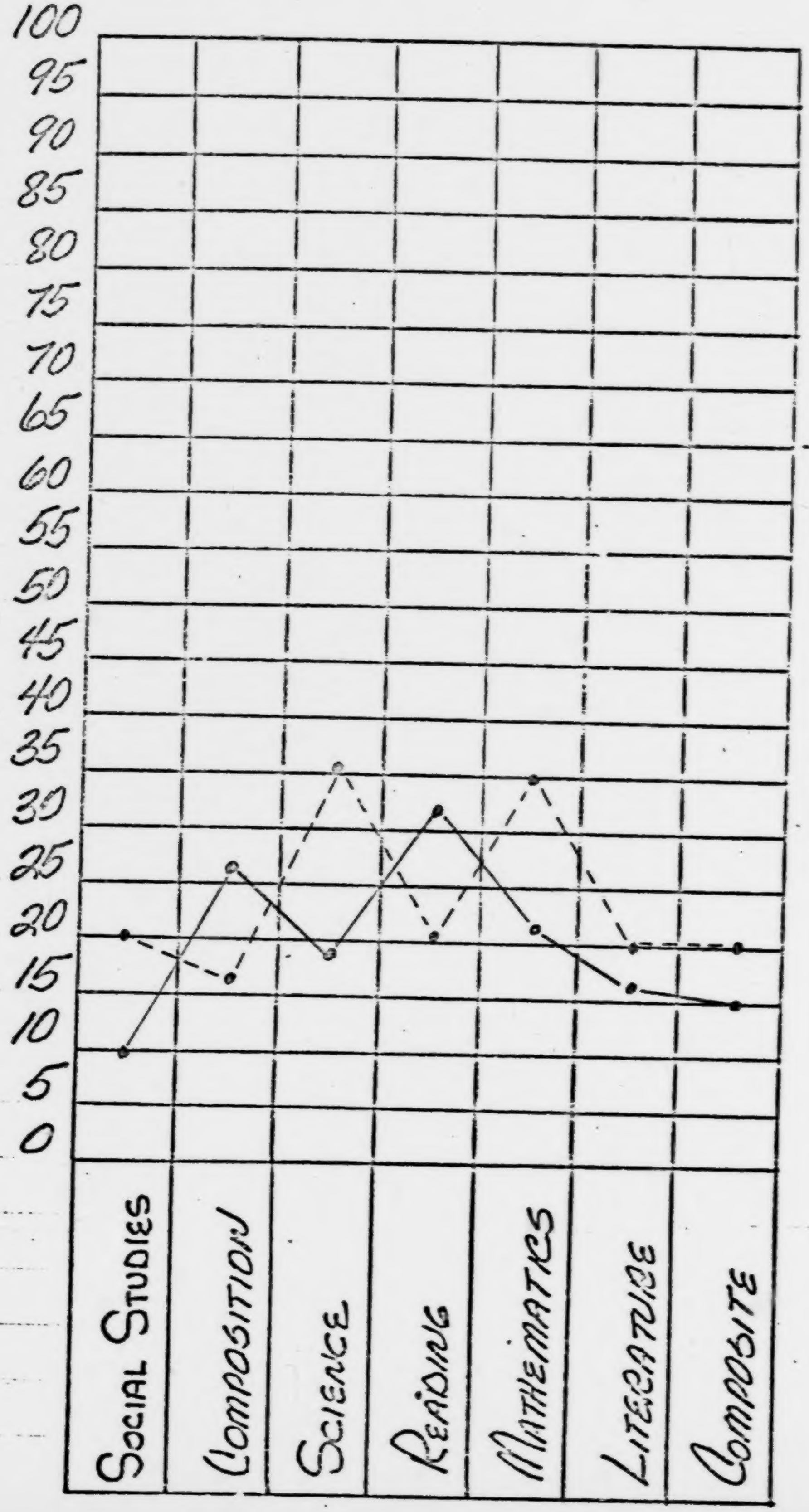
11 TH GRADE

Legend

J = •——————•

K = •- - - - - - - -•

T. A. P. RESULTS 1971-72



(J-K)

SCHOOL CODE

✓ SAMPLE

12 TH GRADE

LEGEND

J= •————•

K= •- - - - - - -•